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We envision the University of Florida College of Medicine to be, and to be recognized as, one of the leading medical schools in the United States. We envision an institution deeply committed to excellence, quality and scholarship in pursuit of its integrated educational, clinical and investigative mission. We envision a caring environment filled with enthusiasm, intellectual ferment, mutual support, and pride in personal, departmental, collegiate and university accomplishments.

The University of Florida College of Medicine is an equal opportunity employer within the meaning of Title VII of the Civil Rights Act of 1964.

For an application or further information please contact:
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(352) 392-3097

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- Admissions
  Home page: www.med.ufl.edu/admiss/
  E-mail: robyn@dean.med.ufl.edu
- Student Affairs
  Home page: www.med.ufl.edu/oea/osa/index.html
  E-mail: rleacock@dean.med.ufl.edu
- Student Financial Services
  Home page: www.med.ufl.edu/oea/finaid
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Front Cover: *1998 White Coat Ceremony/Class of 2000*

University of Florida College of Medicine
1999 - 2000 Catalog

Aerial view of the UF Health Science Center

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University of Florida's Shands Cancer Center

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University of Florida Brain Institute

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UNIVERSITY OF FLORIDA

MISSION

The University of Florida belongs to an ancient tradition of great universities. We participate in an elaborate conversation among scholars and students that extends over space and time linking the experiences of Western Europe with the traditions and histories of all cultures, that explores the limits of the physical and biological universes, and that nurtures and prepares generations of educated people to address the problems of our societies. While the University of Florida recognizes no limits on its intellectual boundaries, and our faculty and students remain free to explore wherever the mind and imagination lead, we live in a real world whose constraints limit what we can do. Out of the conflict between our universal intellectual aspirations and the limitations of our environment, comes the definition of the university's goals.

Education

American colleges and universities share the fundamental educational mission of teaching students. The undergraduate experience, based in the arts and sciences, remains at the core of higher education in America. The formation of educated people, the transformation of mind through learning, and the launching of a lifetime of intellectual growth: these goals remain central to every university. The undergraduate foundation of American higher education has grown more complex as the knowledge we teach has grown more complex. Where once we had a single track through the arts and sciences leading to a degree, we now have multiple tracks leading to many degrees in arts and sciences as well as in a range of professional schools. Yet even with the variety of degrees, American university undergraduate education must rest on the fundamental knowledge of the liberal arts and sciences.

In our academic world, we recognize two rather imprecisely defined categories of higher education: colleges and universities. The traditional American college specializes in a carefully crafted four-year undergraduate program, generally focused almost entirely on the arts and sciences. Universities extend the range of this undergraduate education to include advanced or graduate study leading to the Ph.D. Most American universities also include a variety of undergraduate and graduate professional programs, masters degree programs, and the like. The University of Florida shares these traditions. As an American university, we have a major commitment to undergraduate education as the foundation of our academic organization and we pursue graduate education for the Ph.D. as well as many other graduate degrees in professional fields.

We are, in addition, a major public, comprehensive, land-grant, research university. Each of these adjectives defines one of our characteristics, and through frequent repetition, this description takes on the style of a ritual incantation: rhythmic, reverent, and infrequently examined. What, then, does each of these key words mean?

Major

Here, at the head of the list, we find one of our most important aspirations. We will be, we must be, and we are, a major university. We define ourselves in comparison to the best universities. We need not be the absolutely unambiguously best, but we must be among the best universities in the world. Exact ranking of the best universities is a meaningless exercise, but most of us can name 60 great universities. By whatever indicator of quality we choose, our university should fall into this group.

Public

We exist thanks to the commitment and investment of the people of the State of Florida. Generations of tax dollars have constructed the facilities we enjoy and have paid the major portion of our operating budget. The graduates of this institution, educated with tax dollars, have provided the majority of our private funding. Our state legislators created the conditions that permit our faculty to educate our students, pursue their research, conduct their clinical practice, and serve their statewide constituencies. We exist, then, within the public sector, responsible and responsive to the needs of the citizens of our state. The obligations we assume as a public university determine many of our characteristics.

We have many more undergraduates than graduates, we respond quickly to the needs of the state's economy, we accommodate complex linkages with other state universities and community colleges,

and we operate in cooperative symbiosis with our state's media. We also experience an often too-close interaction with the political process. Private universities do not respond in the same ways to these issues and have a different profile. We, as a public university, must maintain a close, continuous and effective communication with our many publics.

Comprehensive

This adjective recognizes the universal reach of our pursuit of knowledge. As a matter of principle, we exclude no field from our purview. We believe that our approach to knowledge and learning, to understanding and wisdom, requires us to be ready to examine any field, cultivate any discipline, and explore any topic that offers insight or intellectual tools. Resource limits, human or financial, may constrain us from cultivating one or another academic subspecialty, but we accept, in principle, no limit on our field of view. Even when we struggle with budget problems and must reduce a program or miss an intellectual opportunity, we do so only to meet the practical constraints of our current environment. We never relinquish the commitment to the holistic pursuit of knowledge.

Land-grant

Florida belongs to the set of American universities whose mandate includes a commitment to the development and transmission of practical knowledge. As one of the land-grant universities identified by the Morrill Act of 1862, the University of Florida has a special focus on agriculture and engineering and a mandate to deliver the practical benefits of university knowledge to every county in the state. In our university, the Institute of Food and Agricultural Sciences and the College of Engineering respond to this definition most obviously, but over time, the entire university has to come to recognize its commitment to translating the benefit of abstract and theoretical knowledge into the marketplace, where it can sustain the economic growth that supports us all.

This commitment permeates the institutional culture and defines us as one of some 72 such institutions in America. The land-grant university is, of course, a peculiarly American invention and captures one of the powerful cultural beliefs of our country: that knowledge passes the test of quality by remaining vitally connected to industry and commerce.

Research

Research defines a certain type of university. Our faculty must dedicate themselves not only to the bedrock function of education, not only to the land-grant function of service, but equally to the essential activity of research.

By research we mean the effort to expand our understanding of the natural world, the world of the mind and the world of the senses. We define research to include the theoretical abstractions of the mathematician, the experimental discoveries of the geneticist, the insights of the semiotician, the recreations of the historian, or the analysis of the anthropologist. We define research to capture the business professor's analysis of economic organization, the architect's design, and the musician's interpretation or the artist's special vision. Research by agronomists improves crops, and research by engineers enhances materials. Medical and clinical research cure and prevent disease. The list of research fields continues as endlessly as the intellectual consensus of our faculty and the academic vision of our colleges.

INSTITUTIONAL PURPOSE

The University of Florida is a public, land-grant research university, one of the most comprehensive in the United States; it encompasses virtually all academic and professional disciplines. It is the oldest and largest of Florida's nine universities and a member of the American Association of Universities. Its faculty and staff are dedicated to the common pursuit of the university's three-fold mission: education, research and service.

Education—undergraduate and graduate through the doctorate—is the fundamental purpose of the university. Research and scholarship are integral to the educational process and to expanding humankind's understanding of the natural world, the mind and the senses. Service is the university's obligation to share the benefits of its knowledge for the public good.

These three interlocking elements span all of the University of Florida's academic disciplines and multidisciplinary centers. They also represent the university's obligation to serve the needs of Florida's citizens and the nation by pursuing and disseminating new knowledge while building upon the past. Every dimension of the university bespeaks its commitment to a culturally and internationally

diverse intellectual environment in which teaching, research and service are fully integrated with its interdisciplinary pursuits to meet the changing needs of the global community.

The University of Florida is committed to providing the knowledge, benefits and services it produces with quality and effectiveness. It aspires to further national and international recognition for its initiatives and achievements in promoting human values and improving the quality of life.

The University of Florida is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the degrees of bachelor, master, specialist and engineer, as well as doctoral and professional degrees.

ACADEMIC CALENDAR 1999-2000

CLASS OF 2003- FIRST YEAR

Required Orientation	Thursday, August 12 through Tuesday, August 17, 1999
Classes Begin Fall Semester	Wednesday, August 18, 1999
Deadline for Fall Fees without an established fee waiver	Friday, September 3, 1999 before 3:30 p.m.
Labor Day (Holiday)	Monday, September 6, 1999
Veterans Day (Holiday)	Thursday, November 11, 1999
Thanksgiving Vacation	Thursday, November 25 through Sunday, November 28, 1999
Classes Resume	Monday, November 29, 1999
Classes End	Friday, December 17, 1999
Winter Break	Saturday, December 18, 1999 through Sunday, January 2, 2000
Classes Begin Spring Semester	Monday, January 3, 2000
Martin Luther King, Jr. Day (Holiday)	Monday, January 17, 2000
Deadline for Spring Fees without an established fee waiver	Friday, January 21, 2000 before 3:30 p.m.
22nd Annual Family Day	Saturday, February 12, 2000
Spring Break	Saturday, March 25 through Sunday, April 2, 2000
Classes Resume	Monday, April 3, 2000
Health Care Issues Day	Wednesday, April 5, 2000
Deadline for Summer Lab fee	Friday, May 6, 2000, 3:30 p.m.
Memorial Day (Holiday)	Monday, May 29, 2000
Classes End	Friday, June 2, 2000

CLASS OF 2002 - SECOND YEAR

Classes Begin	Monday, August 16, 1999
Deadline for Fall Fees without an established fee waiver	Friday, September 3, 1999 before 3:30 p.m.
Labor Day (Holiday)	Monday, September 6, 1999
Veterans Day (Holiday)	Thursday, November 11, 1999
Thanksgiving Vacation	Thursday, November 25 through Sunday, November 28, 1999
Classes Resume	Monday, November 29, 1999
Classes End	Friday, December 17, 1999
Winter Break	Saturday, December 18, 1999 through, Sunday, January 2, 2000
Classes Begin	Monday, January 3, 2000
Martin Luther King, Jr. Day (Holiday)	Monday, January 17, 2000
Deadline for Spring Fees without an established fee waiver	Friday, January 21, 2000 before 3:30 p.m.
Spring Break	Saturday, March 25 through Sunday, April 2, 2000
Classes Resume	Monday, April 3, 2000
Health-Care Issues Day	Wednesday, April 5, 2000
Classes End	Friday, May 19, 2000
White Coat Ceremony	Sunday, July 9, 2000
Required Clerkship Orientation	Monday, July 10, 2000
Clerkships Begin	Tuesday, July 11, 2000

CLASS OF 2001 - THIRD YEAR

White Coat Ceremony	Monday, July 5, 1999
Required Clerkship Orientation	Tuesday, July 6 , 1999
Rotation I Begins	Wednesday, July 7, 1999
Rotation I Ends	Friday, August 13, 1999
Rotation II Begins	Monday, August 16, 1999
Deadline for Fall Fees without an established fee waiver	Friday, September 3, 1999, 3:30 p.m.

Labor Day (Holiday)	Monday, September 6, 1999
Rotation II Ends	Friday, September 24, 1999
Rotation III Begins	Monday, September 27, 1999
Rotation III Ends	Friday, November 5, 1999
Rotation IV Begins	Monday, November 8, 1999
Veterans Day (Holiday)	Thursday, November 11, 1999
Thanksgiving (Holiday)	Wednesday, November 24, 6:00 p.m. through Sunday, November 28, 1999
Rotation IV Resumes	Monday, November 29, 1999
Rotation IV Ends	Friday, December 17, 1999
Winter Break	Friday, December 17, 1999, 6:00 p.m. through Sunday, January 2, 2000
Rotation V Begins	Monday, January 3, 2000
Martin Luther King, Jr. Day (Holiday)	Monday, January 17, 2000
Deadline for Spring Fees without an established fee waiver	Friday, January 21, 2000, 3:30 p.m.
Rotation V Ends	Friday, February 11, 2000
Rotation VI Begins	Monday, February 14, 2000
Rotation VI Ends	Friday, March 24, 2000
Rotation VII Begins	Monday, March 27, 2000
Health Care Issues Day	Wednesday, April 5, 2000
Rotation VII Ends	Friday, May 5, 2000
Rotation VIII Begins	Monday, May 8, 2000
Memorial Day (Holiday)	Monday, May 29, 2000
Rotation VIII Ends	Friday, June 16, 2000
NBME Subject Exam Make-up Day	Thursday, June 22, 2000
Summer Break	Friday, June 16, 6:00 pm through Sunday, July 9, 2000
Electives Begin	Monday, July 10, 2000

CLASS OF 2000 - FOURTH YEAR

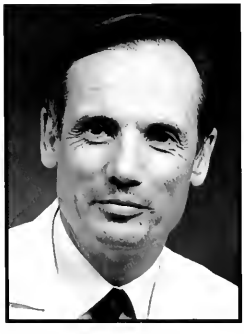
Elective Period One	Tuesday, July 6 through Saturday, July 31, 1999
Elective Period Two	Sunday, August 1 through Saturday, August 28, 1999
Elective Period Three	Sunday, August 29 through Saturday, September 25, 1999
Deadline for Fall Fees without an established fee waiver	Friday, September 3, 1999, 3:30 p.m.
Elective Period Four	Sunday, September 26 through Saturday, October 23, 1999
Elective Period Five	Sunday, October 24 through Saturday, November 20, 1999
Elective Period Six (Required Advanced Pharmacology)	Monday, November 22 through Friday, December 17, 1999, 6:00 p.m.
Winter Break	Friday, December 17, 1999, 6:00 p.m. through Sunday, January 2, 2000
Elective Period Seven	Monday, January 3 through Saturday, January 29, 2000
Deadline for Spring Fees without an established fee waiver	Friday, January 21, 2000, 3:30 p.m.
Elective Period Eight	Sunday, January 30 through Saturday, February 26, 1999
Elective Period Nine	Sunday, February 27 through Saturday, March 25, 2000
NRMP Match Day (Holiday)	Thursday, March 16, 2000
Elective Period Ten	Sunday, March 26 through Saturday, April 22, 2000
Health Care Issues Day	Wednesday, April 5, 2000
Elective Period Eleven	Sunday, April 23 through Friday, May 19, 2000
Graduation Rehearsal (Required)	Wednesday, May 17, 2000, 11:00 a.m.
Graduation	Saturday, May 20, 2000, 9:00 a.m., Center for the Performing Arts

DEAN'S STAFF

Kenneth I. Berns, M.D., Ph.D.
Dean, College of Medicine

Nicholas Cassisi, M.D.
Senior Associate Dean

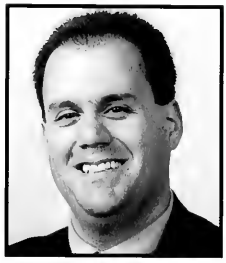
Louis S. Russo, Jr., M.D.
Senior Associate Dean for
Jacksonville Programs



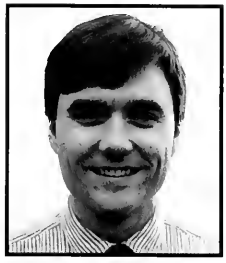
C. Craig Tisher, M.D.
Senior Associate Dean

Robert T. Watson, M.D.
Senior Associate Dean for
Educational Affairs

Josepha A. Cheong, M.D.
Chairman, Medical Selection Committee



Frank Genuardi, M.D.
Director of Undergraduate Medical Education for Jacksonville Programs



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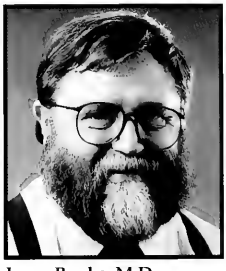
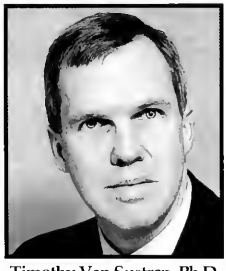
Colin Sumners, Ph.D.
Associate Dean for Graduate Education

Lynn J. Romrell, Ph.D.
Associate Dean for Medical Education and Director, Junior Honors Program



Larry Rooks, M.D.
Chairman, Curriculum Committee

Regina A. Smith, Ph.D.
Associate Dean for Research



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Associate Dean for Continuing Medical Education

Beverly V. Wright, Ph.D.
Assistant Dean for Minority Affairs

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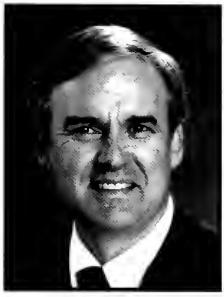
Nikolaus Gravenstein, M.D.
Chairman, Anesthesiology

James Burt Flannegan, Ph.D.
Interim Chairman, Biochemistry & Molecular Biology



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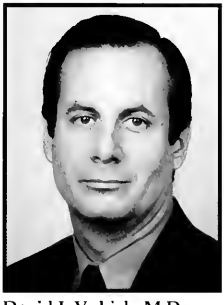
Chairman, Community Health and Family Medicine



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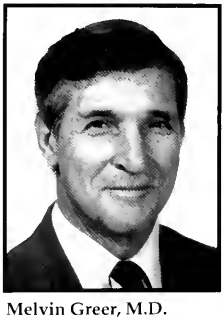
Chair, Institute for Health Policy Research

Phillip P. Toskes, M.D.
Chairman, Medicine

Richard W. Moyer, Ph.D.
Chairman, Molecular Genetics and Microbiology

William A. Friedman, M.D.
Chairman, Neurological Surgery



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Chairman, Neurology

Douglas K. Anderson, Ph.D.
Chairman, Neuroscience

I. Keith Stone, M.D.
Chairman, Obstetrics and Gynecology

Mark Sherwood, M.D.
Chairman,
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Chairman,
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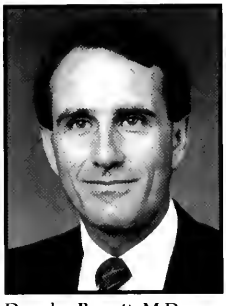
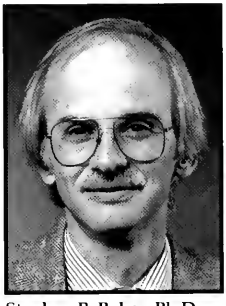
Nicholas J. Cassisi, D.D.S., M.D.
Chairman, Otolaryngology

James M. Crawford, M.D., Ph.D.
Chairman, Pathology and
Laboratory Medicine



Douglas Barrett, M.D.
Chairman, Pediatrics



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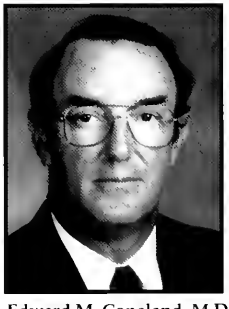
Chairman, Pharmacolgy
and Therapeutics

Ian M. Phillips, D.Sc.
Chairman, Physiology

Wayne K. Goodman, M.D.
Chairman, Psychiatry

Nancy P. Mendenhall, M.D.
Chairman, Radiation
Oncology

Walter E. Drane, M.D.
Interim Chairman,
Radiology



Edward M. Copeland, M.D.
Chairman, Surgery

PROFILE

The University of Florida College of Medicine, the largest of six colleges at the UF Health Science Center, opened in 1956 with a mission to increase Florida's supply of highly qualified physicians, provide access to the most advanced health-care services available and foster discovery in science and medical care. Since graduating its first 40 medical students in 1960, the college has graduated more than 3,000 physicians. The Physician Assistant Program, also part of the College of Medicine, graduated its 25th class in 1998.

The college's Gainesville campus is comprised of 22 clinical and basic science departments staffed by more than 600 faculty members. The Jacksonville campus, located 75 miles to the northeast, is home to more than 200 physicians and scientists delivering medical care in an urban setting, performing research and educating medical students and residents.

The faculty on both campuses generated more than $100 million in external grants and contracts in fiscal year 1997-98; $40 million of these awards were from the National Institutes of Health. College of Medicine researchers have attained national leadership in patient care, research and education related to the brain and spine, cancer, diabetes, drug design, genetics and organ transplantation. The success of College of Medicine faculty has helped rank UF among the top 10 U.S. universities in royalties earned for licensed technologies and number of patents awarded. The new $60 million, 210,000-square-foot University of Florida Brain Institute building, headquarters for most of the campuswide brain- and spinal cord-related research, was dedicated in October 1998. Another NIH-funded project, the Women's Health Initiative, was funded at UF in 1994 to participate in a 10-year clinical study of the leading health problems in women. A new UF Center for the Research of Women's Health also is developing rapidly, with more than 70 researchers involved. The Health Science Center also is home to the College of Medicine's federally-funded Clinical Research Center, where volunteer human patients take part in studies aimed at finding more effective ways to treat or prevent disease. The UF Center for Clinical Trials Research, with active units in Gainesville and Jacksonville, also recently opened to coordinate and speed the process by which new therapies are evaluated for potential application in patient care.

The college's research and teaching programs are greatly enhanced through close collaboration with Shands HealthCare, a statewide clinical enterprise, and with the North Florida/South Georgia Veterans Health System, which includes the Malcom Randall Veterans Affairs Medical Center in Gainesville the VA Medical Center in Lake City and a network of ambulatory clinics.

Medical education is a continuous learning process that begins with the decision to become a physician and ends with retirement from the profession. The formal component of this continuum is divided into three stages. The first is premedical education occurring in an undergraduate university setting. This stage should provide a combination of liberal education with science prerequisites concluding with the awarding of a bachelor's degree.

The next stage is medical undergraduate education, usually requiring four years and leading to the M.D. degree.

The third formal stage is graduate medical education in specialty programs. These residency programs of patient care take place under supervision, in a variety of health care environments and generally require three to six years, depending upon the specialty.

Residency training prepares the physician for specialty certification and the independent practice of medicine. Further graduate medical education in a subspecialty can be pursued.

Licensure to practice medicine is achieved through a three-step examination sequence during medical school and residency training. The United States Medical Licensing Examination is administered by the National Board of Medical Examiners.

These formal stages of medical education, lasting from 11 to 14 years, lead to licensure and specialty certification, but thereafter the physician is responsible to maintain and enhance his or her competence through formal and informal continuing medical education.

It is the responsibility of colleges of medicine to select medical students, provide their education leading to the M.D. degree, prepare them for specialty training in residency programs and ensure that each understands the critical importance of the enduring phase of continuing education throughout their independent medical careers.

The most critical part of this educational continuum is medical school. Only colleges of medicine can grant the M.D. degree. The University of Florida College of Medicine is the cornerstone of the University of Florida Health Science Center, which also includes the colleges of Dentistry, Health Professions, Nursing, Pharmacy, and Veterinary Medicine.

The University of Florida College of Medicine has strived for excellence since admitting its first class in September 1956. It first received full accreditation from the Liaison Committee on Medical Education in 1960, and again in 1963, 1969, 1976, 1983 and 1993.

Rapid expansion in education, biomedical research, clinical care and other services has permitted the College to offer a curriculum leading to a Ph.D. degree in each of the basic medical sciences and to a combined M.D./Ph.D. program in addition to the M.D. degree.

Graduate medical education is provided predominantly in cooperation with Shands HealthCare, the Malcom Randall Veterans Affairs Medical Center in Gainesville, and the Health Science Center's urban campus at Shands Jacksonville. This is through residency programs accredited by the Accreditation Council on Graduate Medical Education. Affiliations with community health-care programs and the North Florida Area Health Education Centers (AHEC) provide additional opportunities for the college's educational and clinical care activities.

The University of Florida Health Science Center, including Shands at UF and the Malcom Randall Veterans Affairs Medical Center, is located at the southeast corner of the University of Florida campus. The structural unity of the Health Science Center and the geographic location on the university campus promote an interdisciplinary approach to education, research and patient care.

The urban campus at Shands Jacksonville is located 90 miles from Gainesville.

STUDENTS

The College of Medicine recognizes its obligation to graduate, for the state of Florida and society, highly competent and responsible physicians. The realization of this goal is not possible without excellent students. The college strives for a diverse student population without preconceptions about what constitutes an ideal applicant. Equal opportunity and ethnic, racial, religious, gender and cultural diversity are important principles for our students and faculty. The University of Florida agrees with and abides by regulations regarding the recruitment and admission of students with disabilities, as it does regarding recruitment and employment of faculty and staff.

Interest in becoming a physician, in having the opportunity to contribute to caring for the health

needs of fellow humans, begins before medical school. The faculty of the College of Medicine nurtures this interest whenever it occurs and encourages those with desire and talent to be confident they can become physicians.

Part of this encouragement is through preprofessional counseling provided by the College of Liberal Arts and Sciences, the College of Agriculture and the College of Medicine.

Volunteering in communities and hospitals also is an important way to nurture interest and learn about the variety of opportunities in health care. Exposure to biomedical research is an additional avenue for exploring health care. All of these experiences help prospective medical students decide if they have the necessary desire and dedication to become physician members of the health-care team.

Admission to the College of Medicine is based on quantitative and qualitative criteria. Quantitative criteria are grade point average and performance on standardized examinations, such as the Medical College Admissions Test. Qualitative criteria include attitudes, values and personality characteristics.

After an applicant's academic potential to succeed in challenging learning situations is determined by quantitative criteria, the admissions committee concentrates on the applicant's social and personal history to focus on potential as a physician. During the interview process, admissions committee members seek indicators of altruism, community service, concern for the broader human condition, judgement, interpersonal characteristics and a deep desire to prevent illness and care for the sick that might predict a future physician who is competent, compassionate and responsible.

Students accepted to the College of Medicine begin a challenging learning experience leading to a potentially exciting and rewarding career in community practice, academic medicine or government service. The knowledge base necessary to be an effective physician requires that each student have the requisite ability, aptitude and premedical preparation.

More is needed to become a good physician though than adequate knowledge. The social contract that exists between patient and physician demands attention to the highest standards of moral and ethical behavior.

From the beginning of medical school, our students are placed in an environment intended to help them realize the special joys and unique responsibilities that the profession combines. Early exposure to clinician role models in the academic setting and practicing community is designed to incorporate students into the family of physicians who are responsible for the health needs of society.

For the four years in medical school, the faculty direct concern and effort toward imparting to all students the importance of the art—as well as the science —of medicine. This enables students to find the optimal balance between knowing and caring, and helps students understand their inevitable limitations.

Upon graduation, every student should be prepared to assume the responsibilities required in a supervised clinical care setting, whatever area of specialized training he or she might pursue, and to have developed an appreciation of the need for continued self-learning.

It is the philosophy of this College of Medicine that all patients in need of care will be provided that care, even though caring for patients with some illnesses may put the safety of staff and students in jeopardy. Caring for others more than self is part of the tradition of medicine. It helps graduates recognize that they have the great privilege of asking fellow humans to allow them to care for their health needs, and it is their obligation to maintain that trust.

FACULTY

The evolution of modern academic health centers has produced many opportunities for students and faculty. The knowledge and skills needed to deliver technologically advanced clinical care and to make scientific discoveries have become highly specialized. This provides the opportunity for students to learn of the most recent advances in a large number of disciplines and to participate in rigorous research.

This necessary degree of specialization can make the provision of a general professional education in basic science and clinical medicine more difficult. The college provides the faculty and environments for learning to ensure that its students receive the appropriate general professional education while learning about the latest scientific and clinical advances.

The commitment to education at the college is high. This commitment is a criterion for employment and is a measure of academic success. Efforts are made to encourage and facilitate educational, personal and social faculty-student interaction. Recognition by students that the faculty are concerned about them as people is essential to a quality learning environment.

RESEARCH

Exploring new ways to understand health and disease through biomedical research is an exciting mission of any academic health center. Research ranging from structural biology to medical sociology is conducted in the laboratories, offices and at the bedside in the College of Medicine and its affiliated institutions.

The college is especially proud of its research focus at the intersection of basic and clinical science. The college has more than 40 endowed research professorships, numerous federally funded research opportunities for medical students and a long-standing clinical research center. The newly opened University of Florida Brain Institute will allow the College of Medicine to be a leader in research into the next century.

The future will include even more translational research between basic scientists and clinicians, an effort that will bring the unsolved scientific problems discovered at the bedside to the laboratories of skilled investigators. Increased collaboration between the College of Medicine and other Health Science Center colleges and with university programs in agriculture, education, engineering, nuclear sciences, physics, psychology and others is vital to making exciting discoveries.

AFFILIATIONS AND FACILITIES

Most programs and faculty are housed in the University of Florida Health Science Center – the most comprehensive academic health center in the Southeast. The center encompasses the colleges of Medicine, Dentistry, Health Professions, Nursing, Pharmacy and Veterinary Medicine, as well as the flagship referral hospital known as Shands at UF. Shands, with 576 beds, draws more than 25,000 inpatient admissions each year, and more than 330,000 annual visits at its outpatient clinics.

Closely affiliated is the regional clinical delivery network known as Shands HealthCare, which encompasses six acute care hospitals, two specialty hospitals and a regional home care program, plus 40 satellite clinics staffed by UF College of Medicine physicians on the UF campus and throughout North Central Florida. Additional academic and clinical affiliations of the Health Science Center and Shands HealthCare extend from Miami to the Florida Panhandle, including the health center's urban campus, located 90 miles to the northeast at Shands Jacksonville.

The UF Health Science Center also also has a close working affiliation with the North Florida/South Georgia Veterans Health System, which includes the 427-bed Malcom Randall Veterans Affairs Medical Center in Gainesville, (located across the street from the UF Health Science Center), the VA Medical Center in Lake City and a network of ambulatory care clinics.

These UF-affiliated hospitals and health-care networks offer ample opportunity for hospital-based bedside and ambulatory teaching.

The Health Science Center's campus facilities include the Chandler A. Stetson Medical Sciences Building, the Communicore (library, teaching laboratories and classrooms), the academic research building, and the UF Brain Institute. The Communicore facility is unique to the College of Medicine. It houses lecture and seminar rooms, the Harrell Professional Development and Assessment Center's multidisciplinary teaching laboratories, study areas and a center for the development and utilization of information technology.

The Health Science Center Library is among the largest biomedical libraries in the Southeast, with a collection of more than 328,000 books and journals. Computer-based bibliographic retrieval services, such as MEDLINE, are available to support teaching and research activities. The library also has a 2,000-square-foot public access computer laboratory and participates in a regional network of medical libraries to supplement its information resources.

UNIVERSITY OF FLORIDA HEALTH SCIENCE CENTER JACKSONVILLE (UFHSC-J)

A significant portion of the educational experiences for University of Florida College of Medicine students takes place at the UF Health Science Center's urban campus in Jacksonville. Third-year medical students rotate in all major specialties, while fourth-year students may choose from a variety of electives. The Jacksonville campus hub is located at Shands Jacksonville, a concern created in 1999 by the merger of University Medical Center (UMC) and Methodist Medical Center in Jacksonville with the Shands HealthCare network. UMC had hosted UF's urban campus programs since 1969.

The University of Florida Health Science Center-Jacksonville (UFHSC-J) enriches the educational experience of UF medical students. They receive the opportunity to observe and participate in the treatment of patients in a variety of tertiary and community hospital settings and in multiple ambulatory facilities. Students also become acquainted with the many aspects of health-care delivery in a major metropolitan area. In addition to supervision by more than 200 full-time faculty physicians, students also have the opportunity to learn from community-based practitioners.

Twenty accredited residency programs are offered in Jacksonville. Residents also participate in the teaching of students. UFHSC-J also conducts a number of programs for continuing education for practicing physicians to which students are welcome.

A nationally patterned medical library system supports the teaching and research activities with extensive periodical holdings, bibliographic services and audiovisual collections, as well as computer

access to multiple databases available through the Health Science Center Library and the internet.

Pediatric programs of the University of Florida in Jacksonville are enriched by their collaborative relationships with Nemours Children's Clinic, Baptist Medical Center, and Wolfson's Children's Hospital, a 180-bed hospital dedicated solely to the treatment of medical and surgical diseases of childhood. This provides an excellent resource for research, education and clinical service.

COMMUNITY MEDICINE

The College of Medicine, primarily through the departments of Community Health and Family Medicine, Internal Medicine, Pediatrics, and Obstetrics/Gynecology, has had community-based programs for more than 20 years. The rural components of these educational experiences are well recognized for their innovative contributions to patient care and medical education.

In response to community needs, and to the changing medical education environment of teaching hospitals, the College of Medicine has established an Area Health Education Centers (AHEC) Program for the purpose of planning, developing and implementing more extensive community-based educational activities.

Through this program, students in each of the four years of medical school will have the opportunity to participate in clinical training activities in clinics and private physicians' offices throughout north Florida.

The delivery of primary health care is the major focus, and students have an opportunity to become familiar with common medical problems seldom seen in the hospital setting. Working with community physicians provides the student with valuable role models for the practice of medicine.

The AHEC Program has established the Community Health Scholars Program for second-year students. This eight-week experience for selected students takes place during the summer after the first year. Students work on community health projects supervised by a community preceptor and faculty from the College of Medicine.

The community health programs direct the talents of College of Medicine faculty toward problems of health-care delivery and engage the interest and enthusiasm of medical students toward their future resolution.

HARRELL PROFESSIONAL DEVELOPMENT & ASSESSMENT CENTER

Named for the founding dean of the College of Medicine, George T. Harrell, Jr., M.D., the Harrell Professional Development and Assessment Center was designed to help students and faculty better learn the art of medicine.

Using state-of-the-art technology, the Harrell Center includes a suite of patient examination rooms, adjacent computer carrels, a conference room, a reception area, and an audiovisual control center. The patient rooms and conference room are equipped with closed-circuit, color television cameras and stereo microphones that are linked to the control center. Custom-designed audio and communications systems housed in the control room provide the ability to display and record student-patient interactions from the eight examination rooms for critiquing by students and faculty.

Direct observation into each patient room is also available through a one-way window from the central hallway. The conference room doubles as an observation theatre for group demonstrations as the patient rooms can be observed directly from the conference room via a closed-circuit monitor.

The Harrell Center houses an exciting, unique educational resource: the standardized patient program. Standardized patients are individuals trained to provide specific medical histories, and to simulate signs and symptoms of specific ailments. Students interact with a standardized patient just as they would with an actual patient to take a history, perform a physical examination, counsel and educate the patient or negotiate a treatment plan.

ACADEMIC INFORMATION

Students entering medical school today will be independent practitioners in the 21st century. It is not possible to visualize clearly the structure of the next century's health-care system, but it is certain to be different from today's.

The cost of health care will be an increasing focus of concern, and significant changes in physician and hospital reimbursement are occurring. A solution must be found to the paradox of having the best possible health care in the world, that is inaccessible to millions of our own citizens.

Judicious investment in health maintenance through prevention of illness and injury will be seen as wiser than the present expense of treating sickness. Health care will become more a wellness than sickness industry. With continued aging of our population, caring for the chronically ill and elderly will become a significant component of the physician's time and expertise.

Sophisticated media and a more informed public will continue the demystification of the profession, and people will be more involved in decisions about the use of technology in their treatment, and in the treatment of family members incapable of making decisions. This involvement is but a step from the willing acceptance of health-care rationing.

There will be more concern about quality of life and more indignation about impersonal death. Unless physicians are sensitive to the health needs of their community and society, the profession will no longer be held in high esteem. Non-physicians will assume many of the duties and responsibilities now reserved for physicians.

Education of medical students in this country is the exclusive responsibility of medical schools. In discharging this responsibility, medical schools have the obligation to anticipate and introduce change and explore ways to prepare students for these changes. This responsibility to continuously update the educational process is made difficult because of multiple missions.

The future success of this, and other colleges of medicine, will be the realization of a single mission: provision of health care for society through a synergism of education, research and clinical care—wherein each component is seen as equally important and cooperatively pursued. Our students, faculty and staff approach this challenge with enthusiasm.

The University of Florida College of Medicine has the responsibility to provide health care to the referral community it serves and the obligation to prepare physicians to independently provide compassionate and skillful care in their own communities.

This responsibility and obligation underlies our mission: to educate students and physicians in the humanistic, scientific and technical principles of medicine; to provide the environment and faculty to make important biomedical discoveries; and to deliver the highest quality health care to the patients we serve.

The educational program of the college has three specific objectives. *First*, to provide a humane environment and a thoughtful faculty to foster and nurture the proper attitudes and behaviors during the professional development of each student. *Second*, to provide the variety of experiences that allows each student to choose the field and specialty that will provide him or her a satisfying career of service. *Third*, to prepare each student academically and emotionally for the rigors and responsibilities of residency training and later independent community clinical practice, academic medicine or government service.

An essential prerequisite to being an effective physician is a solid background in the sciences basic to medicine. The relevance of this scientific knowledge to clinical medicine is important for learning, retaining and applying the large amount of available information.

Our curriculum provides significant clinical experience with academic and community physicians in the first year of medical school. The purpose of this early experience is not to teach the knowledge base and technical skills of the physician, but to participate with skilled physicians in communicating with their patients, serving their communities and utilizing a relevant scientific basis in the care of their patients.

Whatever the precise structure of the future health-care system, it is apparent the college's curriculum should meet current objectives while preparing physicians for society's expectations of them in the 21st century. This society will be older and more racially and culturally diverse. Before today's students finish their professional careers, the number of people over age 65 will have doubled--

from about 32 million in the mid-1990s to about 66 million by 2030. There also will have been a large increase in African, Asian and Hispanic-American populations.

These future demographic changes, combined with the current perception that the high cost of health care does not meet society's expectations for equal access, healthier lives and rational use of technology, will demand change.

Some changes are reasonably predictable.

First, more emphasis will be placed on preventive medicine and maintaining health-promoting life styles;

Everyone in this country will have access to basic health care, both prevention and primary care;

There will be rational assessment, cost effective use and involvement of patients in deciding the use of technology;

Physicians will work more closely with other health-care providers in managing coordinated care and with their communities to provide this care cost effectively;

Greater emphasis will be placed on humane care of the chronically ill, ethical counseling, acceptance of inevitable death, and rational use of rehabilitation;

Finally, while meeting these expectations, physicians will continue to be expected to provide the most sophisticated available diagnostic and therapeutic care. The ever expanding knowledge base needed to provide such diagnosis and therapy will require skilled information management.

Flexibility and creativity in the curriculum and programs, and from the faculty and its sponsors, will be needed to meet the challenges and opportunities ahead. The college is excited about these challenges and is confident it can lead the way in providing opportunities for students and faculty.

THE ART AND SCIENCE OF MEDICINE

The scientific basis of medicine is universally accepted as a prerequisite for medical practice. Often, however, the practice of medicine is an art rather than a science, and too much science in medical education renders the future physician insensitive to the human needs of patients. There is a fine balance.

Medical students frequently state that entrance into medical school really does not bring about the expected change in fulfillment of their motivational desires. Often they feel removed from the art of medicine to the point in which satisfaction or gratification of emotional needs cannot be achieved. As a result, a cynical attitude may emerge toward medical and patient problems, with a subsequent loss of motivation toward learning.

The educational experience must help the student achieve the right blend of humanism and science, needed to provide optimal medical care of patients. The faculty strives to blend the art and science of medicine into the College of Medicine's programs.

Through careful planning, an effort is made to use the fundamental knowledge of the basic sciences in a meaningful relation to career goals in medicine. Traditionally during the first and second years, the emphasis is on the sciences basic to medicine, but exposure to clinical medicine is also introduced. Advanced clinical medicine will be the primary focus during the third year. The opportunity to advance in both fields in a correlated fashion will be offered in the elective period of the fourth year.

The introduction of clinical medicine in the first and second years and the opportunity to select basic science courses during the elective year hold special significance for modern medicine. There is widespread recognition that delay between scientific discovery and its clinical application is too long. It is expected that graduates of the present program will have less difficulty in retaining a true feeling for a close relationship between basic medical science and its clinical application.

ADMISSION INFORMATION

The Applicant Pool

Students applying for admission to the University of Florida College of Medicine should plan to complete the requirements for a bachelor's degree at an accredited university or college by the time of matriculation. In exceptional instances, students upon whom the degree has not been conferred may be admitted.

Applicants will be carefully appraised on the basis of personal attributes, academic record, evaluation of achievements, references, performance on the Medical College Admissions Test (MCAT) and personal interviews if granted by the selection committee.

Applicants currently pursuing graduate level work toward a Ph.D. degree or other professional degrees are obligated to complete all degree

requirements prior to matriculation into the College of Medicine for study toward the M.D. degree.

The College of Medicine does not discriminate on the basis of race, sex, creed, age, disability or national origin. Further details on technical standards for medical school admission may be found on page 113. For disability information, contact the Chair of the Americans with Disabilities Act Assessment Committee (352) 392-3469. Hearing and/or speech-impaired individuals may utilize the Florida Relay Service by calling 1 (800) 955-8771 (TDD). Although Florida residents are given preference in admission, the College of Medicine does consider a limited number of nonresident applicants each year. Nonresident applicants must demonstrate superior qualifications. The College of Medicine welcomes applications from minority students regardless of state residence. Only United States citizens and permanent resident aliens will be considered.

Undergraduate Education

Basic Science Requirements: The minimum science admissions requirements include basic introductory courses and laboratories in the following subjects:

- **Biochemistry**—4 semester hours (6 quarter hours)
- **Biology**—8 semester hours (12 quarter hours)
- **General (Inorganic) Chemistry**—8 semester hours (12 quarter hours)
- **Organic Chemistry**—4 semester hours (6 quarter hours)
- **Physics**—8 semester hours (12 quarter hours)

For students who desire additional background in science, courses in genetics, microbiology and physiology might be considered. It is not necessary to choose one of the sciences as a college major.

No specific requirement is set in the area of mathematics since, at most colleges, some mathematics are prerequisite to physics and chemistry. Some college work in calculus is strongly recommended. Familiarity with the principles of statistics and their application to the analysis of data is an important asset for any medical student. A knowledge of computers and computer programming is valuable in medical education, but is not required.

Consideration should be given by the student to participation in honors courses, independent study and scientific research. These activities present opportunities for an unstructured learning experience.

Electives: The remainder of the college work should be distributed throughout the humanities, social and behavioral sciences. The student should select subjects which tend to broaden the educational experience.

Extracurricular Activities: Extracurricular activities and employment, both during the academic year and the summers, are important contributions to an individual's development. Experience in medical and paramedical areas often contributes toward an understanding of health-care delivery problems and helps to solidify the basis of the student's motivation toward a career in medicine.

Medical College Admission Test

Every applicant must take the Medical College Admission Test (MCAT) at a time that enables scores to be received by the Admissions Office prior to the application deadline. The test is given twice yearly in many colleges and universities. Scores are only acceptable up to two years prior to a current application. For further information about the test write: MCAT Program, P.O. Box 4056, Iowa City, IA 52243; (319) 337-1357.

Application and Acceptance Procedures

Admission to the College of Medicine is highly competitive. The college seeks students who demonstrate those personal and intellectual characteristics expected of physicians: compassion, communicativeness, character, captaincy and competence.

There are three routes of admission to the University of Florida College of Medicine:

Regular Admission (73 places)
Junior Honors (12 places)
P.I.M.S. - Tallahassee (30 places)

Regular Admission

The Medical Selection Committee has 30 members, including the Chair, appointed by the Dean of the College of Medicine. Members include clinical and basic science faculty and community physicians who serve rotating terms. The Associate Dean for Student and Alumni Affairs, the Director of the Program in Medical Sciences and the Assistant Dean and Director for Minority Relations are permanent members.

(1) Students apply for admission through the American Medical College Application Service (AMCAS). All materials should be submitted as early as possible, but the deadline for AMCAS is December 1. Students are encouraged to have basic science requirements completed prior to application.

(2) Personal statements, academic performance and MCAT scores submitted in the AMCAS application are reviewed and competitive applicants are sent materials for formal (secondary) application. Applicants who are "advised not to apply," but wish to continue with the application process, may request a secondary application be sent to them. Formal application requires a $20 fee to the University of Florida. This fee is non-refundable.

(3) Materials in the completed secondary application are reviewed by the Chair with additional review of the formal folders by other members of the committee at the Chair's request. On the basis of personal qualifications, academic record, expanded personal statements, and letters of recommendation, competitive applicants are invited for interview.

(4) Interviews are held on Fridays from September through March at the University of Florida College of Medicine. Applicants meet with the Chair for orientation and follow-up discussions. Tours of the facilities are provided. Each applicant has interviews with two members of the Medical Selection Committee. A subset of the committee is designated to interview applicants on a particular Friday.

(5) The subset of committee members who interviewed applicants meet to present and discuss the applicants and make recommendations to the Chair. The Chair is responsible for weighing these recommendations and the qualifications of each applicant against those of the entire applicant pool. With the approval of the Dean, the Chair of the Medical Selection Committee makes the final determination of each applicant's status. Acceptance follows a "rolling admission process" whereby acceptances are made throughout the year. The class is usually filled by April.

(6) Following acceptance, a candidate has two weeks to provide a written statement of intent to the Admissions Office. No deposit is required from accepted applicants. If the applicant is accepted subsequently by another school that he or she prefers, the applicant is obligated to notify the College of Medicine Admissions Office immediately with a written letter of intent to withdraw acceptance.

(7) When the class is filled, the chair establishes a non-ranked alternate list based on academic and personal qualifications and the recommendations by the committee. As withdrawals occur, the positions are filled from the alternate list.

(8) An applicant who is not successful in gaining admission and wishes to reapply for the next entering class must initiate the new application through AMCAS.

The above procedures follow the guidelines of the Association of American Medical Colleges.

Junior Honors Medical Program

The Junior Honors Medical Program (JHMP) is a combined (seven year) B.S./M.D. program offered by the University of Florida or Florida A&M University. This program is intended for undergraduate students who have demonstrated superior scholastic ability and personal development during their first two academic years.

Application is made during the student's second year of college (sophomore). Although most applications are received from students of the University of Florida and Florida A&M University, applications are accepted from students from other colleges. Non-Florida residents also are eligible to apply. The program is limited to 12 students per year.

Application Process:

1. Students apply for admission to the program through the College of Medicine Office of Admissions. The preliminary application is due February 1. By the end of the second year of undergraduate work, applicants must complete:
   - Biology—8 semester hours (12 quarter hours),
   - General (Inorganic) Chemistry—8 semester hours (12 quarter hours),
   - Organic Chemistry-8 semester hours (12 quarter hours), and
   - the University's general education requirements in English, social sciences and humanities.

Additionally, applicants must have an overall GPA of at least 3.5 and SAT score of at least 1100.

The 8-semester-hour physics requirement for admission to medical school can be completed during the junior year.

2. After review of the preliminary application, competitive applicants are sent materials for the formal (secondary) application. Applicants who were advised "not to apply," but wish to continue with the application process, may request a secondary application to be sent to them. Formal application requires a $20 fee. This fee is non-refundable. Formal applications are due March 1.

3. Materials in the completed secondary application are reviewed by the Director of the JHMP and Chair of the Medical Selection Committee with additional review of the formal folders by other members of the Selection Committee at the Chair's or Director's request. On the basis of personal qualifications, academic record, expanded personal statements, and letters of recommendation, competitive applicants are invited for interview.

4. Interviews are held from March through April at the University of Florida College of Medicine. Applicants meet with the Director and Chair and have interviews with two members of the Medical Selection Committee.

5. The recommendations of the interviewers are sent to the Director and Chair. They are responsible for weighing the recommendations of the interviewers and the qualifications of each applicant against those of the entire applicant pool. With the approval of the Dean, the Director and Chair make the final determination of each applicant's status. Applicants accepted into the program are notified by May 30.

6. Following acceptance, a candidate has two weeks to provide a written statement of intent to the JHMP Office.

7. When the program is filled, a non-ranked alternate list is established based on students' academic and personal qualifications and the recommendations of the members of the Medical Selection Committee. As withdrawals occur, positions are filled from the alternate list.

8. An applicant who is not successful in gaining admission into the JHMP, and who wishes to apply for regular admission to the College of Medicine, must initiate a new application process through AMCAS.

9. Selection into the program secures admission into the College of Medicine at the University of Florida, contingent upon satisfactory completion of the junior year (third year). Each student's progress is reviewed at the end of the junior year to determine whether the student has complied with the prerequisites and maintained the high standards expected of a student participating in this accelerated honors program.

During the junior year (third year of undergraduate training), students take courses on the undergraduate campuses and three seminars taught by College of Medicine faculty. During the senior year (fourth year of undergraduate training), students who have successfully completed the third year merge into the standard first-year medical program. Then, at the end of the first year of medical school (the fourth year of college), students in the Junior Honors Program receive a B.S. degree either from the University of Florida or Florida A&M University.

Year 1	Year 2
College of Liberal Arts & Sciences	College of Liberal Arts & Sciences

Year 3	Year 4
Seminar	College of Medicine
College of Liberal Arts & Sciences	

Year 5	Year 6
College of Medicine	College of Medicine

Year 7
College of Medicine

The junior year seminars provide extensive faculty contact and a solid background in biochemistry and other areas of preclinical science. The emphasis is placed on student participation in the discussion of original research papers in a seminar format.

Past Junior Honors participants have found this to be an educational experience of great value in the development of a critical and inquiring

approach to learning. In addition to these seminars, students continue to register for course work within the College of Liberal Arts and Sciences. Many students in the program also participate in research projects.

Additional information about the Junior Honors Medical Program and the application procedures may be obtained by writing the Junior Honors Program, Office of Admissions, College of Medicine, University of Florida, Box 100216, Health Science Center, Gainesville, FL 32610.

Program in Medical Sciences (PIMS)

Since 1971, Florida State University has participated in an inter-university program with the University of Florida College of Medicine. The first year of basic medical science courses is spent at FSU and the remaining three years of medical education, leading to the M.D. degree, are completed at the University of Florida College of Medicine in Gainesville. The students selected for PIMS begin their first year of medical education in May in a curriculum that includes clinical preceptorships with local primary-care physicians. The program is designed to attract students with a special interest in primary health care, particularly those who might desire to practice in medically underserved Florida communities.

The PIMS Admissions Committee is composed of faculty from Florida State University, and local physicians as well as the PIMS director and staff administrator. The chair of the University of Florida Selection Committee and the associate dean for student affairs are permanent members.

There is an early application process open to outstanding students of Florida State University, Florida A&M University and the University of West Florida. All legal residents of Florida may apply in the general admission cycle—which begins each September—through the American Medical College Application Service. Successful applicants show evidence in their lifestyle of a commitment to the service of others, as personal attributes are an important factor in the selection process. The premedical curriculum should include a complete basic course in biochemistry.

Detailed information may be obtained by calling the Program offices, (850) 644-1855 or FAX (850) 644-5766, or writing to the Program in Medical Sciences, Florida State University, Tallahassee, FL 32306.

Information also maybe obtained on the PIMS web site at <http://www.fsu.edu/"pims/pims.html>.

Admission to the College of Medicine at an Advanced Standing Status

A person may seek transfer to the College of Medicine from a Liaison Committee on Medical Education (LCME)-accredited United States or Canadian medical school. Individuals who already have received a degree from a college of medicine will not be admitted to the M.D. curriculum at advanced standing status. Acceptance at advanced standing status will be provided rarely and only under extraordinary circumstances. This will be considered within the context of the following guidelines **all** of which must be met:

1) A vacancy must exist for the admission of a person to advanced standing status in the appropriate class.

2) There must be extraordinary family reasons which would be alleviated by transfer.

3) Previous undergraduate, professional or graduate education must be adjudged adequate in quantity, quality, and time frame to have been competitive for admission as a first-year student at this college and to permit entry into the curriculum at a level beyond the first year. An applicant who is, for any reason, on probation or not in the upper one-half at the school from which transfer is sought will not be recommended for transfer to this college.

4) There must be no history of attitudinal, behavioral or emotional problems.

5) Applicants currently pursuing graduate level work toward a Ph.D. degree or other professional degrees are required to complete all degree requirements prior to application for admission to the College of Medicine for study toward the M.D. degree.

6) Only under extraordinary circumstances will an applicant not previously accepted by the Admissions Committee be considered for transfer at advanced standing status. Any such request will be considered by the Chairperson of the Admissions Committee at the time the student was not accepted and the Committee for Advanced Standing Status.

Initial consideration of an applicant for advanced standing will be undertaken only when the applicant furnishes the following information upon request:

1) A signed narrative written by the applicant expressing the circumstances which prompted the request to transfer at an advanced standing status.
2) A letter of recommendation from the dean of the professional or graduate school in which the applicant either was enrolled or is presently enrolled. This letter must discuss the applicant's attitude, behavior and emotional health. Letters of recommendation from two professional or graduate faculty also are required.
3) Official transcripts of all post-high school academic course work.
4) Medical College Admission Test official scores.
5) A properly executed information form furnished by the College of Medicine Office of Student Affairs and Registration.
6) United States citizenship or permanent resident alien certification.
7) An interview may be required of an applicant judged to be qualified on the basis of the furnished information.

Final determination of admission at advanced standing status will be made by the Senior Associate Dean for Educational Affairs, the Associate Dean for Student Affairs, the Associate Dean for Medical Education and the Chair of the Admissions Committee with approval by the Dean.

Special programs of study leading to graduate degrees in the basic medical sciences and admission requirements for these programs are outlined on page 51 of this catalog. Application for Admission at advanced standing status will be available after December 1 from the Advanced Standing Selection Committee, Office of Student Affairs/Registration, College of Medicine, PO Box 100216 UFHSC, Gainesville 32610. The deadline for all advanced standing application materials is April 1.

Professional Education Leading to the M.D. Degree

Once a decision has been reached by both the medical school and the applicant, the student will pursue his or her educational endeavors from the vantage of a physician striving to achieve well-rounded capacities as a physician-humanist and scientist in his or her profession and community.

The four years of medical education are divided into three blocks of time—Preclinical Course work (two years), Clinical Clerkships (one year), and Postclerkship Electives and Required Courses (one year).

The provisions of this catalog are not to be construed as an irrevocable contract between the student and the College of Medicine. The curriculum is undergoing constant evaluation and refinement.

Changes may occur from year to year in order to improve the educational program of the undergraduate student of medicine.

The college reserves the right to affect policy and regulatory changes at any time.

Preclinical (Years 1 and 2)

The preclinical course work is designed to provide students with essential basic science and general clinical information necessary for their clinical training. Teaching teams from both basic and clinical science departments will participate.

Students may elect the option of taking the preclinical basic science courses over a three- or four-year period. This option provides an opportunity for the M.D. /Ph.D. candidates and other students to begin research activities earlier and in more depth. It also lets students pursue course work outside the traditional medical school curriculum.

Additionally, this extended time track may be advantageous to students with less intensive science backgrounds who would benefit from more moderately paced course work.

Contact hours per week for the standard two-year curriculum range from 20-25. In the three-year track, contact hours would range from 8-25 with an average of about 17 contact hours per week.

A student's request to participate in the three-year track must receive prior review and approval by the Associate Dean for Education and the Chairman of the Academic Status Committee.

During the first academic year, a student who is in good academic standing can choose to move into the three- or four- year program. To take advantage of the opportunities that the three- or four-year option offers, the decision should be made prior to beginning the first year or prior to the first day of the second semester. A student who fails any course work or who meets the standards for dismissal and is given the option of repeating an academic year in its entirety is not eligible to elect the three-year option.

The course schedule under the standard two-year curriculum proceeds as follows. Complete course descriptions begin on page 64.

FIRST YEAR

Anatomy by Diagnostic Imaging (BMS 5190)

Biochemistry and Molecular Biology of Disease (BMS 5204)

Medical Cell and Tissue Biology (BMS 5110)

Introduction to Clinical Practice (BMS 5173)

Essentials of Patient Care I and II (BMS 5015, EPC II)

Human Behavior (BMS 5151)

Medical Aspects of Human Genetics (BMS 5830, BMS 5003)

Medical Human Anatomy (BMS 5100C)

Medical Neuroscience (BMS 5020)

Principles of Physiology (BMS 5500)

SECOND YEAR

Epidemiology and Public Health (BMS 5823)

General Pathology (BMS 5608)

Introduction to Clinical Radiology (BMS 5191)

Medical Microbiology and Infectious Disease (BMS 5300)

Oncology (BMS 5630)

Pharmacology (BMS 5404)

Physical Diagnosis and Clinical Diagnosis (BMS 5830, BMS 5831)

Ethical and Legal Issues in Medical Practice (BMS 5822)

Systemic Pathology and Laboratory Medicine (BMS 5600)

THIRD YEAR

The third year is devoted to clinical clerkships, in which groups of students rotate among the major clinical services experiencing direct patient contact.

The required clinical clerkships include: surgery, pediatrics, psychiatry, obstetrics and gynecology, an interdisciplinary generalist clerkship and an integrated clerkship in medicine, geriatrics, neurology and anesthesiology. Students will spend 10 to 12 weeks participating in clerkships at UFHSC-Jacksonville. Housing will be provided during the Jacksonville clerkships.

During these clinical clerkships, the student becomes an integral member of the medical team and has direct responsibility for his/her assigned patients during rotation.

To provide some flexibility in the schedule, students are allowed to defer a four-week unit of anesthesiology and neurology to the fourth year and take an elective unit.

Deferring a clerkship requires approval of the student's advisor, the clerkship director, the course director for the chosen elective, and the Associate Dean for Education.

Each clinical service conducts a variety of seminars and conferences. These are considered to be part of the clerkship and attendance is expected.

CLERKSHIPS (Third Year)

Obstetrics/Gynecology, Pediatrics, Psychiatry and Surgery (6 weeks each); Interdisciplinary Generalist Clerkship (12 weeks); MANA (an integrated 12-week clerkship in Medicine, Anesthesiology, Neurology and ACLS).

FOURTH YEAR

The fourth year occupies the last 11 months of the curriculum and consists of seven elective experiences, required advanced pharmacology, a four-week advanced clerkship in medicine, pediatrics or community health and family medicine and the advanced surgery clerkship.

During the fourth year, students are permitted considerable freedom in designing their programs. For students who have already chosen a specialty, fourth-year programs may be designed to provide experiences related to their career choice.

For students who have not yet chosen a specialty, the curriculum permits an exploration of interests in several different specialties or can provide a very broad clinical experience that would be useful in many different specialties. In addition, the fourth-year elective program may help students with known weaknesses in clinical or basic science areas to strengthen their knowledge base prior to house-staff training.

All elective choices must be made carefully in conjunction with the student's faculty advisor.

Clinical electives are available in all of the major disciplines of medicine. In the clinical electives, students may work as advanced clerks, assuming greater responsibilities than they had in the third year.

Elective courses in the basic sciences also are available. Additionally, independent study programs may be designed to allow study of areas in medicine not represented by formal course offerings.

Students who wish to take more than three months of extramural rotations must obtain their advisor's permission and approval of the Academic Status Committee. Students who rank in the lower third of their class must have the approval of the Academic Status Committee before applying for any externship.

Each student must complete a minimum of 40 semester credit hours in the fourth year to be eligible for graduation. However, students must remain enrolled and take coursework up to the time of graduation regardless of the total credit hours accumulated.

REQUIRED COURSES AND ELECTIVES (Fourth Year)

Senior Medicine, Pediatric or Community Health and Family Medicine Clerkship (4 weeks)
Advanced Pharmacology (4 weeks)
Senior Surgery Clerkship (4 weeks)
Electives (seven 4-week units)

POLICIES AND PROCEDURES FOR EVALUATION, ADVANCEMENT AND GRADUATION

The College of Medicine has adopted the following policies and procedures to regularly review and assess the progress and performance of each student in academic work, competence, professional conduct, clinical skills and overall performance . . .

Administrative Structure

- *Dean*

As executive officer of the medical school and chair of the medical school Executive Committee, the dean is vested with the ultimate authority on medical school issues. The dean is responsible for

the final disposition of all student issues related to performance and professional conduct.

• *Senior Associate Dean for Educational Affairs*
The senior associate dean is responsible for all educational programs, including medical and graduate student education, graduate medical education and continuing medical education. The senior associate dean serves as an ex- officio member of the Academic Status Committee (ASC).

• *Associate Dean for Medical Education*
The associate dean for medical education is responsible for the educational programs for the M.D. degree. The associate dean also is responsible for management and maintenance of student programs through the curriculum and related student databases. The associate dean also provides counseling and approves examination absences and certain leaves of absences. The associate dean is also an ex-officio member of the Academic Status Committee.

• *Associate Dean for Student Affairs*
The associate dean for student affairs is responsible for administrative actions related to student admission, registration status and progress through the curriculum.

The Office of Student Affairs maintains the official student academic records and assists in maintenance of the student database; therefore, the associate deans for Student Affairs and Medical Education are jointly responsible for management and maintenance of student data needed for ASC and Executive Committee deliberations and actions.

• *Faculty*
The College of Medicine faculty is responsible for the evaluation of medical students in the courses, clerkships and electives that comprise the curriculum.

• *Academic Status Committee*
The Academic Status Committee has the responsibility to review the progress of each student

and to determine the status of each student with regard to promotion, remediation, probation or dismissal. The Committee also makes recomedations to the dean regarding graduation.

The ASC maintains direct responsibility for appeals and actions such as leaves of absence that exceed six weeks, dismissals, returns to reg istration from disciplinary and academic leaves of absence.

Nine voting members of the committee, including the chairperson, are appointed by the dean and include members of the clinical and basic science faculty, one senior medical student and one resident who is a graduate of this school. Ex-officio members include the senior associate dean for educational affairs, associate dean for medical education, associate dean for student affairs, assistant dean for minority relations, chair of the admissions committee and all course and clerkship directors.

Standards of Performance

The overall performance of each student is reviewed on a regular basis by the Academic Status Committee. Information upon which determinations is made includes grades, written evaluations, professional behavior and data submitted by the faculty regarding cognitive and noncognitive skills; scores on the United States Medical Licensing Examination (USMLE); and scores on Performance Based examinations (PBEs) given at intervals to assess students' competence and clinical skills.

Academic Performance

Students' performance in academic course work is evaluated by letter grades A through F or Pass/Fail, based upon demonstration of competency:

- *A* (Exemplary): The student has performed consistently in a manner adjudged as truly outstanding. The performance is worthy as a model.

- *B* (Superior): The student has performed consistently in a manner adjudged to be clearly above average competency; his/her performance may occasionally be outstanding but not consistently so.

- *C* (Competent): The student has performed consistently in a manner adjudged to be at or above the minimum level of competency, his/her performance may occasionally be superior, but not consistently so; no significant portion of his/her performance has been below the minimum level of competency.

- *D* (Unsatisfactory): The student has performed in a manner adjudged as marginal in relation to the minimal level of competency. In some aspects, performance may have been above the minimum level, but in other aspects or at other times performance has been below the minimum level; confidence has not been engendered that the student has demonstrated adequate mastery of the pertinent competency. Review is required.

- *F* (Failure): The student performed in a manner adjudged to be below the minimum level of competency; while his/her performance may occasionally meet or even exceed the minimum acceptable level, this is the exception rather than the rule.

- *I* (Incomplete): The I is to be used for students in courses where the work is incomplete because the student fails to complete required components of a course. Grade requires the completion of all requirements within one semester of notification of grade for the pre-clinical course in which the Incomplete grade is assigned, and within six months of notification of the clinical clerkship in which the Incomplete grade is assigned. Unless an extension is granted by the ASC, Incomplete grades change to *F* grades if the deadline is not met. (The deadline for completion of Incomplete grades does not apply while a student is on an approved leave of absence.) This grade will be replaced on the transcript when a final grade has been assigned. Students with grades of *I* in pre-clinical courses must complete the work necessary for removal of the incomplete grade before they can begin the third- year clerkships. All Incomplete grades must be removed before a student is eligible for graduation.

- *H* (Hold): The grade of *H* may be given when a student is unable to complete course work due to serious illness. The grade does not convert automatically to an *F* at the end of the next semester. The rules on the removal of the H are the same as the *I*. They must be replaced by a passing grade before a student is allowed to progress or graduate.

Professional Behavior

The College of Medicine expects all medical students to be professional in their dealings with patients, colleagues, faculty and staff and to exhibit caring and compassionate attitudes. These and other qualities will be evaluated during patient contacts and in other relevant settings. Professional behavior is defined as appropriate behavior to the circumstance. Behavior of a medical student reflects on a student's qualification and potential to become a competent physician. Attitudes or behaviors inconsistent with compassionate care, refusal by or inability of the student to participate constructively in learning or patient care, derogatory attitudes or inappropriate behaviors directed at patient groups, peers, faculty or staff, or other unprofessional conduct can be grounds for dismissal.

In conferring the M.D. degree, the University of Florida certifies that the student is competent to undertake a career as a Doctor of Medicine. It also certifies that in addition to competency in medical knowledge and skills, the graduate possesses those personal traits essential to the profession of medicine. Professionalism encompasses altruism, accountability, compassion, duty, excellence and respect for others.

United States Medical Licensing Examination (USMLE)

All students are required to take Steps 1 and 2 of the USMLE before graduation. Beginning with the Class of 2002, all students are required to take and pass Step 1 prior to proceeding through the clerkship year and take Step 2 prior to graduation.

Criteria and Policies for Unsatisfactory Performance

Remediation

1. **Grades**

   A grade of *D* requires remediation of the course work. Remediation requirements will be proposed by the appropriate course or clerkship director and must be approved by the Academic Status Committee. Remediation may not begin until the plan for remedial work is approved and must be completed within the time frame set. Approved remediation must result in a passing grade.

   A grade of *F* indicates that the student performed at a level requiring such a substantial degree of remediation that repeating the course would usually be recommended by the course or clerkship director. Repeated course work must result in a passing grade. Failure to do so may result in dismissal.

2. **USMLE**

   Students are required to take and pass Step 1 of the U.S. Medical Licensing Examination before beginning the required third-year clerkships. Students are required to take Step 2 before they are allowed to graduate.

3. **Performance-Based Exams (PBEs)**

   Students who do not perform satisfactorily on the PBEs will be offered remediation prior to retesting. Unsuccessful performance following initial remediation may result in a requirement to repeat a portion of the curriculum and may result in dismissal.

Probation and Dismissal

Students who fail to achieve satisfactory progress are placed on probation or dismissed. The purposes of probation are: to identify unsatisfactory performance at an early date; to provide an opportunity for the student to seek academic or personal counseling; to provide the student with further opportunity to perform satisfactorily; and to notify the student that satisfactory progress is not being made toward standards required for graduation.

Failure to achieve a passing grade in remediated course work or unsuccessful performance on a PBE following remediation may result in dismissal. In accordance with University regulations, any student with less than a 2.0 grade point average is placed on probation. Additionally, the following standards apply to students of the College of Medicine:

1. Standard Four-Year Curriculum

a. First Preclinical Year

Probation

- An *F* in any course.
- *D* grades in course work totaling more than five credit hours but fewer than 14 credit hours.

No student is allowed to begin the second year until all first-year courses has been satisfactorily completed or the Academic Status Committee has granted promotion.

Automatic Dismissal
- *F* grades in course work totaling 10 or more credit hours.
- *D* or *F* grades in course work totaling 14 or more credit hours.
- Any grade less than *C* while on probation.

b. Second Preclinical Year

Probation
- An *F* grades in course.
- *D* grades in course work totaling more than four but fewer than 10 credit hours.

Automatic Dismissal
- *D* or *F* grades in course work totaling 10 or more credit hours.
- Any grade less than *C* while on probation.

No student is allowed to begin the clinical clerkships until all basic science course work has been satisfactorily completed. Students who have received *D, F* or *I* grades in preclinical work are not allowed to continue into the third year clerkships until the Academic Status Committee has approved appropriate remediation of that course work.

c. Third-Year Clerkship

Probation
- *D* or *F* grade in any clerkship.

Automatic Dismissal
- Any grade less than *C* in any clerkship while currently on probation.

No student is allowed to begin the fourth year until all *D, F* or *I* grades given during the clinical clerkships have been remediated or the student has received the express approval of the Academic Status Committee to proceed with electives pending remediation of the course work or clerkship.

d. Fourth Year

Probation
- *D* in required fourth year clerkship
- *D* or *F* in any elective

Automatic Dismissal
- *F* in required fourth year course or clerkship.
- *D* or *F* in elective course work totaling eight or more credit hours.
- Any grade less than *C* while currently on probation.

2. Optional Three-Year Preclinical Tract

First two years of the three-year option:

Probation
- Any *D* or *F* grades in course work fewer than seven credit hours.

Automatic Dismissal
- *F* grades in course work totaling seven or more credit hours.
- *D* or *F* grades in course work totaling nine or more credit hours.
- Any grade less than *C* while on probation.

Third year of the three-year preclinical option:

Probation
- Any *F*
- D grades in course work totaling four or more credit hours.

Automatic Dismissal
- Any grade less than *C* while on probation.
- *D* or *F* in course work totaling 10 or more credit hours.

No student is allowed to begin the clinical clerkships until all basic science course work has been satisfactorily completed. Students who have received *D, F,* or *I* grades in preclinical work are not allowed to continue into the clerkship until the ASC has approved appropriate remediation of that course work.

Action on Probation

A student will be removed from probation by the action of the ASC when he or she has received no grade of less than C for any course work during a period of one calendar year after being placed on probation and the student has maintained a grade point average of 2.0 or better. The progress of any student who has been on academic probation for two consecutive years will be reviewed by the Academic Status Committee for consideration of dismissal.

Appeals for Reinstatement

A student has the right to appeal dismissal or any other actions that affect his or her status to the ASC.

The intent to appeal must be submitted by the student in writing to the chairperson of the ASC two working days after receiving written notification of dismissal or other actions. The student will be notified in writing and invited to attend a meeting of the ASC which will be convened within ten working days to hear the student's appeal, unless justification exists for a delay, in which case the student's appeal will be heard as promptly thereafter as possible.

A denial of an appeal by the ASC may be appealed to the dean of the College of Medicine. The intent to appeal to the dean of the College of Medicine must be submitted by the student in writing to the dean within two working days after receiving written notification of a denial of appeal by the ASC. The decision of the dean in all appeals is final unless the president of the university or the president's designee agrees to hear a further appeal. A student must notify the dean and submit the appeal to the president's office within two working days.

Probation for Students Who Successfully Appeal Dismissal

Students whose academic dismissal is reversed by successful appeal and who are permitted to repeat course work will be placed on probation and will automatically be dismissed if a grade of less than C is received in any course during the repeated time period. If the course work is satisfactorily completed, students will continue on probation for an additional calendar year, at which time the student may be removed from probation by favorable action of the ASC. Students who are allowed to repeat fourth year course work will remain on probation until they have successfully completed all of the requirements for graduation.

Students whose dismissal for inappropriate professional behavior is reversed by successful appeal and who are permitted to continue in the college, will be on probation and will be dismissed automatically if further unprofessional behavior is found by the ASC. The committee will review the status of all students on probation annually.

Recourse for Students Who are Unsuccessful in Their Appeal

A student who is unsuccessful in an appeal for reinstatement may apply for new admission. In such cases, the action of the ASC will be available to the Medical Selection Committee.

LEAVE OF ABSENCES

Students who are unable to complete required courses or clerkships due to illness, hardship, or special circumstances must contact immediately the Offices of Medical Education and Student Affairs. The student requesting temporary withdrawal must submit a letter outlining the reasons for the request to the associate dean for education and the chair of the ASC.

Short-term leave or withdrawal for periods of six weeks or less may be approved by the associate dean for education. Leave periods of time greater than six weeks requires review and approval of the ASC. All incomplete course work must be completed by the time specified in the letter sent by the associate dean or education or chair if the ASC is approving the request for temporary leave.

Leave of Absence - Academic

A student is placed on academic leave of absence by the Academic Status Committee for academic difficulties. Only the ASC can approve the return to registration from an academic leave of absence.

Leave of Absence - Disciplinary

Only the ASC can place a student on disciplinary leave of absence, or approve the return of a stu-

dent to registration from a disciplinary leave of absence. The ASC may consider requests to return from disciplinary leave of absence only when accompanied by the results of a mandatory psychiatric evaluation.

Leave of Absence - Educational/Research

Educational/research leaves of absence may be granted by the associate dean for medical education. The associate dean for medical education may return students to registration from educational/research leaves of absence.

The progress of medical students on educational/research leave of absence who are enrolled in the MD/PhD, MD/JD or MD/MBA program will be monitored for time spent out of "medical student" registration.

Leave of Absence - Personal/Medical

Personal/medical leaves of absence (including maternal leave of absence related to pregnancy) may be granted by the associate dean for medical education to students who have compelling personal circumstances that are temporarily impeding their academic progress, or for documented medical reasons. Only the ASC can return students from personal/medical leaves of absence. The ASC or the associate deans for educational or student affairs, may require a student to submit a physician's evaluation or undergo a psychiatric evaluation before considering a request to return to registration.

Leave of Absence - USMLE

Students who do not pass the USMLE Step 1 examination are placed on USMLE-leaves of absence by the associate dean for medical education. Students will be reinstated upon successful completion of the examination.

Total time spent out of registration on leave of absence may not exceed one year unless specifically approved by the ASC on a prospective annual basis. the associate dean for educational affairs, or designee, will present the student's appeal for an extension and will advise the ASC.

Students who are not registered are prohibited from taking part in the College of Medicine's formal educational programs, including classroom, laboratory and clinical work.

Clerkships and Elective

A. Required Third-Year and Fourth-Year Clerkships

All University of Florida College of Medicine students must take their required third- and fourth-year required courses and clerkships on the University of Florida campus or at sites utilized by the required clerkships. In case of extraordinary circumstance, appeals for exceptions to this policy will be considered and approved by the Academic Status Committee. No student from other institutions will be allowed to take any of the required courses or clerkships.

B. Deferment of Third-Year Clerkships

All students may defer up to four weeks of the required anesthesiology and neurology clerkships to the fourth year with approval of the student's academic advisor, the course director for the course elective and the associate dean for medical education. In case of extraordinary circumstances, requests to defer other clerkships may be made to the dean for education. The elective to be taken in place of the deferred clerkship must be designated at the time of the application for deferment and must have the approval of the elective director. This information is specified on the deferment forms. The deferred clerkships must be completed by the end of April in the senior year.

C. During the fourth year, students are allowed to take electives and externships. All electives taken at locations other than Shands at UF teaching hospital, the Malcom Randall Veterans Affairs Medical Center in Gainesville, Shands Jacksonville and Orlando Regional Medical Center are considered to be externships. Most students will be limited to a maximum of three externships.

The following policies govern externships:

1. All students must have the approval of their academic advisor prior to applying for any externship.

2. Students who rank in the lower third of the class must also have the approval of

the Academic Status Committee before applying for any externship. The ASC automatically reviews the status of all third year students prior to the deadline for submission of the requests for fourth year courses and electives.

3. Students who rank in the lower third and wish to apply for more than one externship rotation must have the permission of their advisor and the ASC.

4. Any student who wishes to take three months of externship rotations must obtain their advisor's permission and the approval of the ASC.

Requirements and Recommendations for Graduation

The Academic Status Committee will review the overall academic and professional performance of each fourth year student in determining recommendation for graduation. To be considered for graduation, a student must be judged to be in good standing with a GPA of 2.0 or better, have successfully completed the OSCEs, and have taken and passed Step 1 and taken Step 2 of the USMLE.

Graduation with Honors

Students who have demonstrated outstanding achievements will be recommended for graduation with honors. Excellence of different types in varied fields will be considered, such as superior academic work, outstanding student research and thesis and other special achievements. Nomination of students for graduation with special honors will be made by the faculty. Selection will be made by the college's Executive Committee.

ACADEMIC HONESTY

The University of Florida expects students to be honest in all of their university classwork. Therefore, students are required to commit themselves to academic honesty by signing the following statement as part of the admissions process.

"I understand that the University of Florida expects its students to be honest in all of their academic work. I agree to adhere to this commitment to academic honesty, and understand that my failure to comply with this commitment may result in disciplinary action, up to and including expulsion from the University."

This statement serves to remind students of the obligations they assume as students at the University of Florida. Matters of violations of academic honesty are adjudicated by the Student Honor Court, the Health Science Center Student Conduct Standards Committee and faculty.

HEALTH SCIENCE CENTER STUDENT CONDUCT STANDARDS COMMITTEE

At the discretion of the University's Office of Student Services, the Health Science Center Student Conduct Standards Committee may assume responsibility for the adjudication of alleged violations of the University of Florida Academic Honesty Guidelines for students enrolled in the College of Medicine. The committee, appointed by the President, is composed of five faculty members and two students from each of the six health center colleges. When a hearing is convened for possible student conduct violations, the committee is composed of four faculty members and one student from the college of the accused student and two faculty members and one student from another health center college. Five members of the committee must be present for a hearing. When such charges are referred to the committee, the director of Student Judicial Affairs or designee shall advise the students of their rights and privileges. These include the following:

A) The right to be notified in writing of the charges against him/her with sufficient detail and time to prepare for the hearing;

B) The right to present evidence and witnesses in his/her own defense;

C) The right to know the nature and source of evidence which will be used against him/her;

D) The right to question adverse witnesses;

E) The right to freedom against compulsory self-incrimination; and

F) The right to appear with an advisor at the hearing.

If the student is adjudicated responsible for an academic honesty violation, the committee shall recommend one or more sanctions to the Dean for Student Services. The student has the right to a meeting with the Dean for Student Services prior to

a decision if a meeting is scheduled within 24 hours following the decision of the Committee. The Dean's decision may be appealed to the Vice President for Student Affairs within five working days of notification of the decision. The Vice President's decision is final.

Student Conduct Code

Students enjoy the rights and privileges that accrue to membership in a university community and are subject to the responsibilities that accompany that membership. In order to have a system of effective campus governance, it is incumbent upon all members of the campus community to notify appropriate officials of any violations of regulations and to assist in their enforcement. All conduct regulations of the university are printed and made available to all students and are applicable upon publication in the Independent Florida Alligator, the undergraduate catalog, the UF student guide, or other reasonable means of notification.

The president is charged with the responsibility for establishing and enforcing regulations governing student life. Regulations are designed to enable the university to protect against the conduct of those who, by their actions, impair or infringe on the rights of others or interfere with the orderly operations of the university. Discipline may be imposed for offenses against the Student Conduct Code occurring at any of the following locations or activities:

A. University campus;

B. University-owned or controlled property;

C. Property or housing units assigned for responsibility to the university, including, but not limited to fraternity and sorority property;

D. Activities sponsored by the university;

E. Activities officially approved by the university which are conducted by university-chartered organizations; and

F. Off-campus activities as described in section VI of the Student Conduct Code in the university's undergraduate catalog.

The primary judicial bodies authorized by the president and charged with the administration and enforcement of this code shall formulate and furnish to students charged with an offense, rules of procedure which shall ensure basic procedural fairness including, but not limited to:

A. The right to be notified in writing of the charges against him/her with sufficient detail and time to prepare for the hearing;

B. The right to a prompt hearing before an appropriate official, committee or court;

C. The right to know the nature and source of the evidence which will be used against him/her;

D. The right to present evidence in his/her own behalf;

E. The right to freedom against compulsory self-incrimination; and

F. The right to appear with an adviser at the hearing.

Violation of the Code of Conduct

A student may be expelled or receive any lesser penalty for the following offenses:

1) Furnishing false information to the university.

2) Forgery, alteration, or misuse of university documents, records or identification cards.

3) Unauthorized use, taking possession or destruction of public or private property on campus, or acts committed with disregard of possible harm to such property.

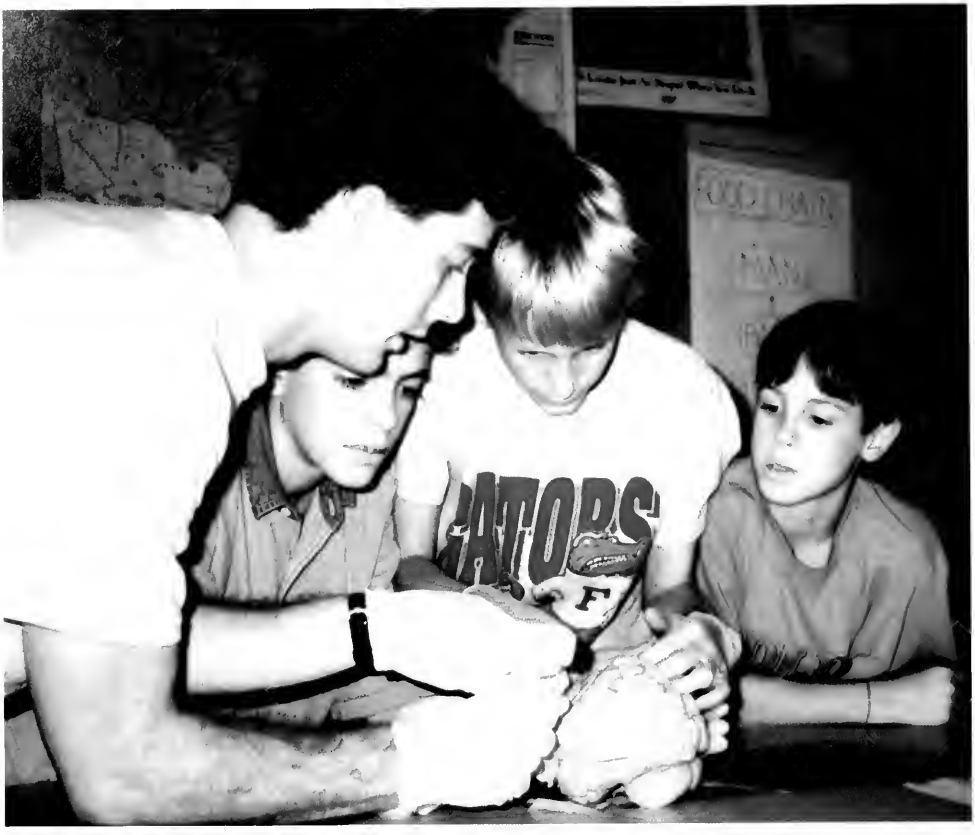
4) Actions or statements which amount to intimidation, harassment or hazing.

5) Participation in or continued attendance at a raid on a university living area, after warning to disperse by a university official or any law enforcement officer.

6) Disorderly conduct as defined in Florida Statutes.

7) Disrupting the orderly operation of the university as defined in Florida Statutes, and the demonstration policy of the university.

8) Failure to comply with any university rule or regulation, including, but not limited to, the Alcoholic Beverages Rule and the Academic Honesty Guidelines.



9) Violations of Housing, Inter-Residence Hall Association and area government regulations.

10) Violation of any discipline sanction, including, but not limited to, conduct probation.

11) Possession, use, or delivery of controlled substances as defined in Florida Statutes.

12) Possession or use of a firearm on the university campus except as specifically authorized in writing by the university.

13) Action(s) or conduct which hinders, obstructs, or otherwise interferes with the implementation or enforcement of the Student Conduct Code.

14) Failure to appear before any of the disciplinary authorities and to testify as a witness when reasonably notified to do so. Nothing in this subsection shall be construed to compel self-incrimination.

15) Violation of any municipal ordinance, law of the State of Florida, law of the United States, or rule promulgated by the Florida Board of Regents.

16) Ticket scalping, i.e., selling tickets to any University of Florida function or event being held or to be held on the university's campus for more than $1.00 over the original price.

17) Possession or use of fireworks, explosives, dangerous chemicals, ammunition or weapons (including, but not limited to, bows and arrows or switch blade knives).

18) Actions that are committed with disregard of the possible harm to an individual or group, or which result in injury to an individual or group.

19) Any actions, including those of a racial or sexual nature or involving racial or sexual activities, which are intimidating, harassing, coercive or abusive to another person, or which invade the right to privacy of another person.

20) Any action without authorization from the university that does or causes to, access, use, modify, destroy, disclose or take data, programs or supporting documentation residing in or relating in any way to a computer, computer system or computer network or causes the denial of computer system services to an authorized user of such system.

Further information concerning the Code of Conduct (i.e., off-campus conduct, postponement of hearing due to pending or possible criminal or civil charges, student's waiver of right to a hearing, summary of hearings, conflicts of jurisdiction, sanctions, and appeals) are detailed in the university's undergraduate catalog. Students in the College of Medicine may request a copy of this information.

Student Counseling and Developing

The Office of Student Counseling and Development provides assistance to all College of Medicine students. The services provided by this office include short-term personal counseling, support groups and workshops. Together with the College of Medicine Education Center, this office also coordinates the following career counseling activities: MedCAREERS, the Glaxo Welcome Pathway Evaluation Program, Myers-Briggs Type Indicator and the Advisor/Mentor Program.

The topic of personal relationships has been the most commonly discussed issue in counseling. Other topics include: anxiety, stress, depression, career ambivalence and residency selection. Workshops are scheduled periodically throughout the year on stress management, medical specialty decision-making, and residency application and interviewing, among others. Support groups for significant others meet weekly when there is sufficient interest.

In matters regarding possible mistreatment, abuse, discrimination or harassment, students are encouraged to contact this office to consult with their designated first-contact counselor.

All contact with students is maintained confidential barring when disclosure is required by law. This information is not included in official student records nor is it disclosed to the administration or faculty. Understandable, some students may feel more comfortable scheduling a counseling session away from the College of Medicine. Therefore, an alternate location has been arranged and students may express this preference upon calling for an appointment.

To obtain additional information or schedule an appointment, students may stop by the office in CG-82, call (352) 392-5482, or send an e-mail message to <counselor@dean.med.ufl.edu>. After hours, students may contact the UF counselor-on-call at (352) 392-1171 or the Alachua County Crisis Center at (352) 334-0888.

Sexual Harassment Information and Procedures

The University of Florida College of Medicine is committed to maintaining a supportive and productive environment for its students, staff, housestaff and faculty. Appropriate professional behavior is expected at all times by and toward every member of the college. The College of Medicine has adopted policies and procedures for addressing a serious form of inappropriate behavior: sexual harassment.

As stated in the University of Florida Policy on Sexual Harassment: *"Sexual harassment occurs when the submission or acquiescence in conduct of a sexual nature is made a term or condition of an individual's employment or academic performance;*

Conduct of a sexual nature by an individual is used as the basis for decisions such as employment, promotion, transfer, selection for training, performance evaluation or the basis of academic evaluation;

Conduct of a sexual nature creates an intimidating, hostile, or offensive work or educational environment or interferes substantially with an employee's work performance or student's academic performance;

A sexual element is introduced into what should be a sex-neutral situation causing the boundaries which normally exist between the professional role and the personal relationship to become blurred; or

Subtle or overt coercion and threats are used to pursue a sexual relationship."

Basically, sexual harassment is any **unwelcomed** sexual reference or behavior (including verbal, gestural, pictorial or physical) that can create a hostile environment.

Individuals can help discourage sexual harassment by speaking up when incidents are observed or experienced; by being aware of possible misinterpretations of behavior that may be intended as friendly; by not being intimidated by threats of retaliation; by seeking assistance with any concerns that arise; and by reporting substantive instances.

In the College of Medicine, the Program Director of the Office of Student Counseling and Development has been designated as the first contact for any student seeking information, advice or counseling regarding a matter of sexual harassment. All communication will be held confidential. The initial inquiry and counseling may 1) advise how to prevent future inappropriate advances or situations, 2) offer mediation between two parties, or 3) explain all options and advise a course of action. If, as a result of information shared in the counseling session, it is determined that harassment has occurred, the student will be strongly advised to file a formal complaint.

A separate counselor is available as first contact for members of the housestaff and faculty who wish to seek confidential advice, mediation and assistance in matters of sexual harassment.

Programs to educate the College of Medicine community on the issue of sexual harassment and professional behavior will be presented regularly throughout each academic year. A primary goal of the Sexual Harassment Committee is to develop and promote effective programs to encourage appropriate professional behavior and to prevent the occurrence of sexual harassment in the College of Medicine.

Student Grievance

The University of Florida College of Medicine is committed to a policy of treating all members of the college community fairly in regard to their personal and professional concerns. The student grievance procedure ensures that concerns are promptly dealt with and resolutions reached in a fair and just manner. The college's procedure enables students to bring complaints and problems to the attention of the College of Medicine administration; the college forbids any retaliatory action against students who present concerns and complaints in good faith.

Definition

A grievance is defined as dissatisfaction occurring when a student believes that any decision, act or condition affecting him or her is illegal, unjust or creates unnecessary hardship. Such grievances may concern, but are not limited to, the following: academic problems (excluding grades, except when there is an allegation of illegal discrimination or where a grade penalty has been imposed without proper authority), mistreatment by any university employee, wrongful assessment of fees, records and registration errors, student employment and because of race, national origin, sex, marital status, religion, age or disability.

College of Medicine Grievance Procedure

Prior to invoking the procedures described below, a student is strongly encouraged to consult the program director of the Office of Student Counseling and Development, who is designated as the first contact for any student seeking information, advice or counsel. Subsequently, the student may be encouraged to discuss his or her grievance with the person(s) alleged to have caused the grievance. The discussion should be held as soon as the student first becomes aware of the act or condition that is the basis of the grievance.

Additionally, or in the alternative, the student may wish to present his or her grievance in writing to the person(s) alleged to have caused the grievance. In either case, the person alleged to have caused the grievance must respond to the student either orally or in writing within 10 business days.

Initial Review

If a student decides not to present his or her grievance to the person(s) alleged to have caused the grievance, or if the student is not satisfied with the response, he or she may decide to file a grievance with the Student Advocacy Committee, which shall conduct an investigation as warranted to resolve any factual disputes. The Student Advocacy Committee will determine and present facts to the department chair, who will be responsible for a decision and disposition of the grievance.

The department chair's response should be transmitted to the student and the dean within 10 business days from the date the Student Advocacy Committee findings were provided to the department chair. If the disposition extends beyond the 10 business days, the departmental chair should inform the student of the delay and the expected response date.

If a student is not satisfied with the department chair's disposition, the student can appeal to the dean. The dean will communicate his decision to the student.

If there is a grievance against a department chair, the Student Advocacy Committee will report its findings directly to the dean, who will respond to the student as described for the chair.
If the student is not satisfied with the decision of the dean on the student's appeal or the grievance against a department chair, the student may appeal to the university's vice president of academic affairs, whose decision constitutes final agency action of the university.

Substance Abuse Policy

The academic community must be able to recognize behaviors that are indicative of possible substance abuse. Suspicion of abuse may be provided by violation of the university student conduct codes or failure in academic performance.

The college uses the services of the State of Florida Physicians Recovery Network (PRN). Once it is felt that a student may have a substance abuse problem, the PRN is notified and the college steps aside once the investigation begins. The PRN identifies the problem, arranges for rehabilitation and monitors follow-up. Expense for the rehabilitative services is the responsibility of the student. However, the PRN makes certain that lack of financial resources does not prevent needed rehabilitation. Following reassessment, the college makes every effort to see that the students gets "back on track" to complete the requirements for graduation. The Academic Status Committee requires approval from the PRN for a student to reenter medical school and proof of the probationary term is to be continued.

A student who recognizes that he/she may have a substance abuse problem or is concerned about a fellow classmate may contact Dr. Beverly Vidaurreta Wright, College of Medicine counselor or Dr. Mark Gold in the Department of Psychiatry for guidance or referral.

STUDENT HEALTH, HEALTH INSURANCE AND IMMUNIZATIONS

The College of Medicine has a long-standing commitment to protect the health and well-being of students, faculty, staff, patients and the general public. Students in the College of Medicine are required to show proof of appropriate immunity, or documented immunization, prior to matriculation and the onset of actual patient contact. In addition, the Office of Student Affairs offers educational programming to assist students in the attainment and maintenance of optimal physical and mental health.

Ultimately, each student is responsible for his/her health and safety in the clinical/educational setting. All students should learn appropriate policies and procedures to follow in the event that they are injured or potentially exposed to bloodborne pathogens or other communicable diseases. During the orientation of both first- and third-year students, presentations are given on universal blood and body fluid precautions, infection control and prevention of the spread of communicable disease. In addition, the Student Advocacy Committee monitors student health policies and procedures in order to insure compliance with institutional and state health requirements.

Pre-matriculation Health and Immunization Requirements

Prior to matriculation in the UF College of Medicine, a student must submit the following documentation:

- A screening health history form provided by the Student Health Care Center (SHCC).
- A University of Florida College of Medicine Health Agreement form
- Proof of current health insurance. Certification of current health insurance is mandatory for each registered year at the College of Medicine.
- Proof of two immunizations against measles, mumps and rubella (MMR), or laboratory evidence of a positive (immune) titer against each of the three infections. In the absence of proof of either immunization or immunity, students will be reimmunized by the SHCC.
- Proof of a PPD skin test for tuberculosis (by Mantoux) within the past year, and if positive, proof of a chest X-ray negative for active disease.
- Documentation or statement of positive history of varicella (chicken pox). If negative (or unknown), either proof of positive (immune) varicella titer or two immunizations with vari-

cella vaccine must be submitted. In the absence of proof of either immunization or immunity, students can be immunized by the SHCC.

- Proof of the three-dose immunization against hepatitis B, or completion of the three-dose immunization series prior to the completion of the first semester of the first year. Immunizations can be obtained at the SHCC. Proof of the completion of the hepatitis B immunization series is required prior to patient contact.

In addition to the above required immunizations, up-to-date immunization against tetanus/diphtheria is highly recommended.

Health and Disability Insurance

All UF medical students must be covered by major medical insurance. It is not sufficient for the student to seek care through the Student Health Care Center, which offers only primary outpatient care. Insurance may be acquired through a family major medical policy, through a private insurance agency, or by purchasing the University of Florida Student Government Health Insurance Plan B. It is highly advisable that the insurance plan chosen offer appropriate, comprehensive coverage in Gainesville and Alachua County, and not simply at a distant city/county/state. It is important for students to realize that medical expenses for care provided by Shands hospitals and hospitals affiliated with the College of Medicine, including laboratory procedures and emergency care, are the responsibility of the student and not the College of Medicine or the University.

The College strongly advises all medical students to acquire disability insurance, to provide protection in the event of a long-term illness or injury. Information on disability insurance policies will be available to all students in the Office of Student Affairs.

Policies for Potential Exposures to Bloodborne Pathogens and Communicable Diseases

Policies and procedures concerning bloodborne pathogen exposures and exposures to communicable diseases are addressed during the orientation sessions for first- and third-year students. These policies are reinforced during the Surgery and Internal Medicine clerkships, and may be accessed via the internet at <http://www.med.ufl.edu/oea/osa/policies.html>.

It is the responsibility of the student to report sharps injuries, needle sticks or other potential exposure to bloodborne pathogens via blood or body fluids immediately to the supervisor at the facility where the accident occurs.

If the student contracts a communicable disease that potentially poses a risk to patients or co-workers (e.g. tuberculosis, varicella), steps will be taken to prevent dissemination in accordance with student health, public health and/or CDC protocols. Certain communicable diseases may also be reported to county or state health authorities as required by law.

Potential Bloodborne Pathogen Exposures

It is the goal of the UF Student Health Care Center to offer timely, state-of -the-art care for students who have experienced potential bloodborne pathogen exposures in the UF/Shands health system. Time is frequently critical in managing bloodborne pathogen exposures. Some treatment regimens must be started within two hours of exposure to be maximally effective.

In the event of a potential bloodborne pathogen exposure, students should immediately contact a medical provider at the Student Health Care Center at (352) 392-1161. A member of the medical staff is available for phone consultation 24-hours a day. The SHCC medical provider will make recommendations for immediate evaluation and care as follows:

1) If the student is within a one-hour radius of Gainesville (including the Shands at UF hospital and clinics, Shands at AGH, the Malcom Randall VA Medical Center in Gainesville, or other nearby clinical sites), the student should receive their care at one of the following

Student Health Care Center facilities:

(a) The Student Health at Shands satellite clinic, (352) 395-6979, Room A1-132, located in the hallway across from the Hyperbaric Chamber, open Monday through Friday 8 a.m. to 5 p.m.

(b) The Student Health Care Center (SHCC) on campus at the main Infirmary Building on Fletcher Drive, located next to the Florida Gym, (352) 392-1161. During spring and fall semesters, the SHCC is open 8 a.m. to 8 p.m., Monday through Friday, and noon to 4 p.m. on weekends and many holidays. During summer semester and semester breaks, the SHCC is open Monday through Friday from 8 a.m. to 4:30 p.m.

2) If the student is at an off-site rotation more than an hour from Gainesville (including Shands Jacksonville and rotations in Orlando), the student should notify his/her rotation supervisor and the UF SHCC, and then seek care at the Emergency Department or Employee Health clinic at their hospital, or at a nearby hospital emergency center. Subsequently, the student should call to make an appointment at the SHCC at Shands or the main SHCC at the Infirmary Building for appropriate follow-up care.

3) After hours, the student should seek immediate care for potential bloodborne pathogen exposures at the Shands at UF Emergency Department, (352) 395-0050, or at the local emergency department for distant off-site rotations. Once again, the student should call to make an appointment at the SHCC at Shands or the main SHCC at the Infirmary Building for appropriate follow-up care.

In the event of any potential bloodborne pathogen exposure, the student should obtain the name of the source patient, medical record number, room number and diagnosis. This information will assist the medical provider in determining the potential severity of the exposure. If initial care is provided outside the SHCC/Shands system, the student should inform the provider that UF physicians follow current CDC guidelines in determining the need for post-exposure HIV prophylaxis. If the provider has questions, he/she could call the SHCC at (352) 392-1161 or the Shands at UF Emergency Department at (352) 395-0050. Appropriate first aid should also be given for the injury in question, and a tetanus booster when indicated.

If a student's health insurance ultimately determines that it will not cover a medically appropriate course of prophylactic treatment for the student's potential exposure to HIV (when exposure occurred in the course of the student's college studies and activities), the College may assist the student and pay for the treatment. A student may request the College's assistance by discussing their situation with a representative of the Office of Student Affairs.

Students Ill with Communicable Diseases

By College of Medicine and Shands HealthCare policy, students with communicable diseases or conditions may not be allowed patient contact. This restriction may be necessary to protect the health and safety of UF and Shands patients and staff.

Persons with the following medical conditions will not be allowed patient contact without a medical clearance: Active chicken pox, measles, German measles, herpes zoster (shingles), hepatitis A, hepatitis B, hepatitis C, tuberculosis oral herpes with draining lesions group A streptococcal disease (i.e., strep throat) until 24 hours of treatment received diarrhea lasting over three days or accompanied by fever or bloody stools, draining or infected skin lesions and conjunctivitis
If an ill student is unsure whether he/she should participate in patient care, the student should contact the SHCC clinical staff at (352) 392-1161.

Standard Universal Precautions

When providing patient care, regardless of the real or perceived communicable disease status of the patient, all students and staff should follow standard universal precautions:

- Wash hands before and after patient contact, according to hospital policy, even if gloves are used.

- Wear gloves when exposure to blood, body fluids, excretions or secretions is likely.

- Use gloves appropriately according to aseptic and/or sterile techniques, and change gloves between patients.

- Wear gowns/aprons when soiling of clothing with blood or body fluids is likely.

- Wear masks, face shields and eye protection when aerosolization of blood or body fluids may occur.

- Dispose of sharps in designated rigid sharps containers. Never recap by hand.

- Dispose of waste saturated with blood or body fluids in designated red-bag trash containers.

College of Medicine Policies Regarding HIV/AIDS and Other Communicable Diseases

It is the policy of the University of Florida to assess the needs of students or employees with HIV infection or other communicable diseases on a case-by-case basis. If any such infection occurs in a medical student, any recommendations made or actions taken by the College of Medicine or the Shands hospitals will respect the confidentiality and welfare of the student, while also recognizing and responding to issues regarding the welfare of patients, the College of Medicine and the hospital. Each student's situation will be evaluated by the College on a case-by case basis. With the permission of the affected student, the director of the Student Health Care Center (a physician) will assist in the coordination of resources and services.

The UF College of Medicine and the Shands HealthCare hospitals do not recommend the routine HIV testing of patients, students or healthcare workers. However, it is certainly prudent for individual healthcare workers, including students, to be aware of their own individual HIV status so that they can take appropriate precautions and measures. With current advances in HIV and AIDS treatment, early intervention can be crucial to maintaining well-being and delaying complications of the illness. If future state or federal legislation were to change guidelines or requirements for HIV testing of healthcare workers or healthcare students, the College of Medicine and Shands hospitals would comply as required.

In the event of a potential bloodborne pathogen exposure in a student, the medical provider will recommend HIV testing as a baseline and also at follow-up intervals of six weeks, three months and six months. When testing is medically advisable, it is subject to informed consent and results are treated confidentially.

College of Medicine Dress Code Policy

The official dress code of the College of Medicine requires clean shirts and shoes for graduate students and students in the preclinical years. No shorts are to be worn. Ties for men and white lab coats with name tags shall be worn by all students and housestaff who have contact with patients or are in patient-care areas.

All College of Medicine students, at all levels of education and training, are expected to maintain a proper professional image in their behavior and appearance at all times.

GRADUATE AND POSTGRADUATE PROGRAMS

Graduate Education in the Medical Sciences

Programs Leading to M.S., Ph.D., Ms/MBA and Ph.D./MBA Degrees

The College of Medicine offers two graduate programs leading to a Ph.D. degree: the Interdisciplinary Graduate Program in Biomedical Sciences and the departmental Ph.D., program in biochemistry and molecular biology. The college also offers two M.S. degree programs: the collegewide M.D. in biotechnology and the M.S. in clinical chemistry offered through the Department of Pathology and Laboratory medicine. In collaboration with the College of Business Administration, the College of Medicine also offers combined M.S./MBA and Ph.D./MBA degrees, which combine the M.S. in biotechnology or the Ph.D. Interdisciplinary Graduate Program in Biomedical Sciences with training in business administration.

The College also collaborates with the College of Engineering to sponsor a graduate program in biomedical engineering, which awards both M.S. and Ph.D. degrees. Lastly, the College of Medicine

hosts several additional interdisciplinary centers, institutes and programs through which students enrolled in degree-granting programs can obtain specialized training. Complete descriptions of all graduate programs are published in the University of Florida Graduate Catalogue, which also is available online at http://web.ortge.ufl.edu/education/.

Interdisciplinary Graduate Program in Biomedical Sciences

The basic science departments in the College of Medicine together offer graduate training in biomedical research leading to a Ph.D. degree through a single integrated graduate program – the Interdisciplinary Graduate Program in Biomedical Sciences. The program prepares students for a diversity of careers in research and teaching in academic and commercial settings. It provides a modern, comprehensive graduate education in biomedical science while providing both maximum program flexibility and appropriate specialization for graduate students. Participating basic science departments include Anatomy and Cell Biology; Biochemistry and Molecular Biology; Molecular Genetics and Microbiology; Neuroscience; Pathology and Laboratory Medicine; Pharmacology and Therapeutics; and Physiology; plus the Department of Oral Biology in the College of Dentistry.

The Interdisciplinary Graduate Program in Biomedical Sciences represents a cooperative effort among six interdepartmental graduate concentrations with a total membership of almost 200 faculty. The six concentrations are biochemistry and molecular biology, genetics, immunology and microbiology, molecular cell biology, neuroscience, and physiology and pharmacology.

During the first year of study, incoming graduate students undertake a comprehensive interdisciplinary core curriculum consisting of five basic components:

(1) an integrated two-semester lecture course with associated discussion sections and grand rounds covering the fundamentals of biomedical science;

(2) a practical course consisting of formal laboratory instruction;

(3) three laboratory rotations;

(4) a "survival skills" course which provides practical background in issues such as bioethics, radiation safety and career opportunities;

(5) a weekly seminar program.

Students select from any of the affiliated College of Medicine faculty for participation in laboratory rotations conducted throughout the first year. By the end of their first year, students select a laboratory in which to conduct their dissertation research, again choosing from any of the affiliated graduate medical faculty. Students also elect an affiliation with one of the six graduate concentrations for their advanced training. Formal selection of an advanced concentration and mentor is made after completion of the core curriculum to maximize flexibility and facilitate an informed decision. However, students may make an informal commitment to an advanced concentration or lab at any time. Through the individual advanced interdisciplinary graduate concentrations, students have access to advanced courses and seminars in their chosen specialty, which can be undertaken along with their dissertation laboratory research.

Interdisciplinary Ph.D./MBA program

The joint Ph.D./MBA program trains scientists to assume responsibilities as active research managers in the biomedical sciences. The program combines the Interdisciplinary Program in Biomedical Sciences (described above) with MBA training provided through the College of Business Administration. A student can obtain both degrees in five to seven years – approximately a year sooner than it would normally take to obtain both degrees if pursued consecutively.

Enrolled students take the Interdisciplinary Graduate Program in Biomedical Sciences core curriculum during the first year, followed by a summer of research. During the second year, students take only MBA courses and complete the first-year MBA core. Third-year students take courses and conduct research in the College of Medicine, plus take one business course each semester. During the fourth year, students do mainly research, with some business courses, during the first half of the fall semester. The remainder of the degree program consists of laboratory dissertation research.

Ph.D. in Biochemistry and Molecular Biology

The biochemistry and molecular biology faculty provides students with an intellectually challenging and rewarding environment for research training in biochemistry and molecular biology. Students can pursue a broad range of investigative opportunities, including gene regulation, enzymology, metabolic regulation, intracellular trafficking, membrane biology and structural biology.

During fall and spring semesters of the first year, students take three advanced level graduate courses that include advanced molecular biology, advanced metabolism and advanced structural biology/physical biochemistry. Early in the fall semester, students also choose three faculty members with whom to do short rotations, providing students with different research experiences and perspectives. At the end of the fall semester, students select one of these faculty members as their research advisor. Students and their advisor also choose a dissertation advisory committee, which helps guide students during the remainder of their graduate career.

During fall of the second year, students write a research proposal and defend it before the advisory committee and members of the graduate studies committee. A successful defense qualifies the students as candidates for the Ph.D. in biochemistry and molecular biology. Students will participate in a weekly depart journal club and may take selective advanced level courses, some of which their advisory committee may suggest as pertinent to the student's research interests. Research progress toward degree completion is overseen by the advisory committee, which meets twice annually to monitor achievement. Research must be novel and add significantly to the base of scientific knowledge. Successful completion of the degree includes writing the final dissertation and defending it in a public forum.

M.S. in Biotechnology and the M.S./MBA Program

The M.S. program in biotechnology trains students for research careers in the biotechnology industry. The foundation of the M.S. program is a basic understanding of molecular and cell biology and the performance of a high-quality research project under the direction of a skilled mentor, with supervision by a committee composed of members of the university's graduate research faculty. Specialization may be in any of the fields of research being pursued in the College of Medicine and includes molecular genetics, gene therapy, bacterial or viral pathogenesis, protein structure, toxicology, mammalian genetics, wound healing and congenital eye diseases. The research is presented in the form of a thesis which is defended in a public forum.

Students begin their laboratory experience with a six-week intensive course in laboratory techniques, then immediately identify and begin work with a mentor of their choice. By the end of the first year, the student should be able to define a thesis project and know the techniques necessary to complete it. In some cases, research may be completed by the end of the first summer.

First-year training also includes lecture courses and the biotechnology seminar, which provides an in-depth and current perspective on a variety of biotechnological problems whose solutions are of interest to the business world and is the cement which holds the two aspects of the NM.S./MBA program together. The content of the lecture courses addresses a critical need for a strong foundation in molecular and cell biology, and provides an advanced level curriculum in the specialty disciplines represented in the College. Both the seminars and the lecture courses provide preparation for master's research which should be well underway by the end of the second semester. Ideally, students will continue their research during the summer.

The second year of graduate study for the M.S. student is devoted to finishing the required courses and doing thesis research. An appropriate master's theses project should involve learning a technique, using the technique independently in a research project, and analyzing and reporting the results. Upon completion of the laboratory research, the student writes and defends a thesis based on the research.

The joint M.S./MBA program is designed specifically for individuals who seek a career in the biomedical industry as either researchers or administrators. The second year of study is devoted to courses in the College of Business Administration, with the third year devoted to finishing the MBA requirements and to thesis research.

M.S. in Clinical Chemistry

The Department of Pathology, Immunology and Laboratory Medicine offers a master of science degree in medical science with an emphasis on clinical chemistry. The program encompasses the study and application of analytical biochemistry to the body in health and disease. A dynamic part of laboratory medicine, the clinical chemistry field continues to grow and evolve into one of the more multidisciplinary areas of pathology, blending biochemistry, analytical chemistry, pharmacology, toxicology, physiology, immunology, molecular pathology, laboratory information systems, and management science.

The program is designed for students seeking a career in research and development in the medical sciences, and for medical technologists seeking to advance their careers toward laboratory management, industry or teaching. The program may also serve to prepare individuals for further graduate studies. Courses in clinical chemistry, toxicology, immunology, statistics, biochemistry, molecular pathology, pharmacology and management are required and will be tailored to each student's needs. Completion of a research thesis is required prior to graduation.

Biomedical Engineering Program

The Biomedical Engineering Program is an interdisciplinary and collaborative graduate degree (M.S. and Ph.D.) granting program with designated departments in the College of Engineering, which administers the program, and the College of Medicine acting as partners in the education of biomedical engineers. The focus of the program is to obtain a solid engineering background with an understanding of how basic engineering principles apply to a diversity of biomedical applications. Several areas of specialization are offered within the program including biomechanics, biomaterials, cellular and tissue engineering, and biomedical imaging and signal processing.

Other Interdisciplinary Programs, Centers and Institutes

Along with its degree programs described above, the College of Medicine hosts several specialty interdisciplinary programs, centers and institutes through which students may enhance and specialize their education. These include alcohol research, biotechnology research, the Brain Institute, the Cancer Center, environmental toxicology, gene therapy, hypertension, mammalian genetics, neurobiological sciences, neurobiology of aging, signal transduction and drug development, structural biology, toxicology, vision research and wound research.

Medical Scientist Training Program (Combined M.D./Ph.D. Degree)

The Medical Scientist Training Program (MSTP) is designed for highly qualified students who are strongly motivated toward an academic career in the medical sciences. This is a flexible six- to seven-year program that attempts to provide in-depth graduate education in a basic science discipline, a rigorous medical education and an introduction to clinical investigation. The program is administered by the Medical Scientist Training Program Steering Committee, consisting of members of both clinical and basic science departments.

Candidates for the program must satisfy admission requirements for the College of Medicine and the Graduate School. Since successful candidates are selected from those admitted to the College of Medicine, application begins with standard application to the medical school.

All candidates who receive the supplemental application forms will be given the option to apply for the Medical Scientist Training Program. Direction for such application is provided at that time. Successful applicants are expected to achieve satisfactory scores on the Medical College Admission Test and to have personal qualities of high order, superior intellectual accomplishments, research experience and genuine interests in human welfare and an academic career.

The Graduate Record Examination is required before matriculation into the Ph.D. portion of the program. Students already enrolled in medical school may apply to the program.

The student will enroll in all courses for the M.D. degree. In addition, the student will be required to complete the requirements for the Ph.D. as established by the university and the MSTP program. Normally the student's mentor will be chosen from members of the seven basic science departments in the College of Medicine, but under special

circumstances, other departments in the university may be accepted as alternatives.

It is recognized that MSTP students in the first two years of medical school will have received some training in each of the basic sciences. Students in the program also will be exposed to special seminars and courses in human biology and clinical research that are incorporated into the program. Therefore, the "normal" course requirements expected of graduate Ph.D. students by the individual basic science departments will be waived and only one core course, determined by the student's mentor in consultation with appropriate members of the student's department, will be required.

In some cases, this requirement may have been met already through courses taken during the first two years of the medical curriculum. The student's Ph.D. graduate advisory committee reflects the interdisciplinary nature of the program and will be composed of the student's mentor and members of both the mentor's department and the MSTP program's educational committee.

The MSTP educational committee consists of the MSTP steering committee plus appropriate qualified faculty approved by the MSTP steering committee.

The program is designed to be flexible, and the Medical Scientist Training Program Steering Committee will assist in planning the curriculum and determining progress throughout the student's career, in keeping with the interdisciplinary nature of the program.

In most cases, the student will be expected to initiate a research project during the summer before starting medical school and, if necessary, a second research project the summer following the first and/or second year after matriculation into the program.

The student usually selects a mentor for the Ph.D. thesis by the end of the second year of the program. Standards of evaluation for both the M.D. and Ph.D. portions of the combined program will be similar to those in the separate M.D. and Ph.D. programs.

The Committee on Academic Status of the College of Medicine will evaluate the student's performance and recommend promotion to the next class or awarding of the M.D. degree. The Graduate Advisory Committee, in conjunction with the MSTP steering committee, will assess graduate performance.

Most, if not all, students accepted to the program can anticipate financial support (graduate research assistantships) during the graduate portion of the program. In addition, select students will be awarded annual stipends of at least $9,000 while in the medical portion of the program on the condition that both degrees are obtained.

Graduate Medical Education (Residencies and Fellowships)

Graduate Medical Education is an integral part of the training of the practicing physician. The University of Florida recognizes the importance of graduate medical education and sponsors programs leading to board eligibility in virtually all the specialties recognized by the Accrediting Council on Graduate Medical Education (ACGME). All of the programs sponsored by the University of Florida are approved by the ACGME and listed in the directory of approved residencies.

Most of the residency training occurs in Shands at UF or the adjacent Veterans Affairs Medical Center. The family practice residency is based primarily at the Shands at AGH hospital in Gainesville.

Certain specialty programs rotate residents to other hospitals in the region in order to maximize their educational experience. All hospitals in which graduate education is conducted hold certification from the Joint Commission on Accreditation of Health Care Organizations.

Formal residency programs are offered in anesthesia, dermatology, family practice, general surgery, internal medicine, neurology, neurosurgery, obstetrics and gynecology, ophthalmology, orthopaedic surgery, otolaryngology, pathology, pediatrics, plastic surgery, psychiatry, radiology, thoracic surgery, urology and vascular surgery. Salaries and benefits are competitive with salaries and benefits paid to other house-staff in this region of the country.

A limited number of clinical fellowships, some of which lead to subspecialty board eligibility, are offered in the various subspecialties of anesthesiology, family practice, medicine, pathology, pediatrics, psychiatry, radiology and surgery. Most departments offer the opportunity to do research during residency training, and trainees also can apply to work toward advanced degrees in collaboration with the basic science departments.

Application to the residency program should be made through the matching program or directly to the residency program directors at the University of Florida.

University of Florida residency programs only accept individuals who are graduates of medical

schools accredited by the LCME and graduates of foreign medical schools who hold the Educational Commission for Foreign Medical Graduates (ECFMG) certificate and have passed NBME Parts I and II, FLEX or USMLE Steps 1 and 2.

For detailed program information and application, the applicant should write the appropriate department or contact the Office of Housestaff Affairs, Box 100371, UFHSC, Gainesville, Florida 32610-0371.

Licensure

The United States Medical Licensing Examination (USMLE) is a single examination system for use by all U.S. medical licensing jurisdictions to assess all candidates equitably for initial medical licensure.

Initial licensure to practice medicine and surgery in Florida can be obtained by completing all three progressive steps required in the USMLE.

Step 1 focuses on key concepts of basic biomedical science, with special emphasis on principles and mechanisms underlying disease and modes of therapy.

Step 2 focuses on clinical science essential for practice within a supervised setting.

Step 3 will focus on aspects of biomedical and clinical science essential for the unsupervised practice of medicine.

The single examination system ensures the maintenance of high standards based on performance required of students in, or graduates of, medical schools accredited by the LCME; strives for cost-containment and efficiency in combining two examination sequences; and preserves the complementary roles of medical licensing examinations and other requirements for licensure, such as the quality and amount of medical education and postgraduate training.

Since various state laws differ as to licensure requirements, it is the responsibility of the medical student to become familiar with the qualifications for licensure in the state or states that he or she might consider as potential locations for the practice of medicine.

Continuing Medical Education

The College of Medicine recognizes its responsibility in the continuum of medical education by assisting the physician-in-practice to gain new knowledge and expertise to improve patient care. The Office of Continuing Medical Education (CME), under the direction of the Associate Dean for CME, assesses the needs of the practicing physician and, working with its advisory committee, plans workshops, conferences, seminars and symposia for the practicing physician. The office also offers programs using distance education technology. These programs meet the standard of the American Medical Association for category 1 credit. In addition, departments and divisions within the College of Medicine offer specialty rounds and conferences that the practicing physician is eligible to attend. All of these programs enable the physician to fulfill the requirements of licensure in the State of Florida.

Other programs in CME are conducted in cooperation with the Florida Board of Medicine, the Florida Medical Association, the Florida Academy of Family Physicians, and a variety of medical specialty groups.

FINANCIAL CONSIDERATIONS

The fee structure for Florida residents and nonresidents in the M.D. program of the College of Medicine is subject to change from year to year and is payable in accordance with university regulations. Fee information can be obtained after July 1 by contacting University Financial Services, S-113 Criser Hall, University of Florida, Gainesville, FL 32611. Students are registered for two semesters during their first and fourth years and for three semesters the second and third years. (Tuition is established on a yearly basis and is independent of the number of semesters for which a student is registered.) The tuition includes fees for Student Health Services and a student activity fee for each of the semesters. Most of the services and facilities of the Student Health Services are available to students without additional charge. The activity fee covers the student's attendance at a wide variety of social, athletic and cultural events which are offered by the university.

Textbooks and instruments needed by a first-year student will require an expenditure of about $1,400. Purchase of a microscope will not be required as the College of Medicine, through a special fund, has established a microscope bank and provides each entering student with a microscope on a loan basis.

The minimal annual cost for a single Florida resident for the first year is approximately $11,000 plus tuition.

By submitting a College of Medicine Financial Aid application, you will be considered for the following scholarships and loans.

SCHOLARSHIPS

Scholarships are need-based and the amounts vary each year depending on the amount available in the fund and the number of students who apply.

W. Paul Bateman Scholarship: Established by the Bateman Foundation, this scholarship assists worthy medical students in need of financial assistance.

Fred Bear Scholarship: An endowed fund established by Fred B. Bear in 1987 to provide scholarship support to students who have demonstrated strong merit and who have a demonstrated financial need. Preference in awarding scholarship aid will be given to students who have expressed a desire to pursue a specialty in pulmonary medicine.

Jean Lester Bennett, M.D., Scholarship Fund: An endowed scholarship given to a senior medical student who has decided on a career in pediatrics.

Ralph G. Blodgett Scholarship: Established by Mrs. R. G. Blodgett, this scholarship supports qualified students in the College of Medicine who need financial assistance.

Dr. Mark David Buehler Scholarship Fund: This scholarship, established by the family and friends of Dr. Buehler, supports a student in the Junior Honors Program with preference given to a student within this program who expresses an interest in emergency room medicine.

The Jules B. Chapman, M.D., Scholarship Fund: An endowed fund established in memory of Dr. Chapman. This three-year scholarship is awarded to a second-year medical student from Florida who has demonstrated a compassionate and caring manner, is interested in pursuing a career in primary care, has achieved academic success and is in need of financial assistance.

Denny M. Cook, M.D., Scholarship: An endowed scholarship established in 1997 by the family and friends of Denny M. Cook, a 1966 graduate of the University of Florida College of Medicine.

Hilda W. Dobbins Scholarship: Endowed scholarship established in 1994 with preference going to medical students from the eastern section of Palm Beach County. This scholarship is to be awarded to qualified students in the College of Medicine.

The Maurice H. Givens Scholarship Fund: An endowed fund established in 1975 to provide financial assistance to students in the College of Medicine.

The Mr. and Mrs. W. A. Godron Scholarship Fund: This unrestricted endowed fund was established in

I.P. Port
Syringe Plunger
Brain Tissue Vulnerable To Herniation

1977 to assist worthy students who demonstrate a need for financial assistance.

Gold Family Scholarship Fund: Provides need-based scholarship awards with priority given to black or African-American students who are graduates of New Jersey high schools.

Hugh M. Hill, M.D., Fund for Student Financial Assistance: This fund was established in 1991 to honor the Associate Dean for Student and Alumni Affairs, Hugh M. Hill, M.D. This fund includes alumni donations and is used to assist needy students in the College of Medicine.

The George Graham Hunter Scholarship Fund: This scholarship is awarded each year to an undergraduate medical student in the field of orthopaedics. The recipient of the scholarship shall be designated by the orthopaedic faculty and approved by the Dean of the College of Medicine.

Kenneth Leathers Scholarship: This endowed scholarship was established in 1995 to assist second-, third- and fourth-year medical students who have shown leadership and have financial need.

Joyce Lindy Levin Scholarship: This endowed scholarship was established in 1996 to to help needy medical students with high academic standards. Students from the Florida Panhandle area will be considered first.

Charlotte Liberty Scholarship: An endowed fund established in 1995 under the terms of the will of Charlotte Liberty to provide financial assistance to College of Medicine students.

C. J. Miller Scholarship: An endowed fund whose purpose is to support a junior or senior medical student in good academic standing who is in need of financial assistance.

The Nell C. Miller Scholarship: This endowed fund was established in 1982 under the terms of the will of Mrs. Miller to provide partial scholarships for medical students interested in cardiovascular physiology or diseases, or related problems.

Avonelle C. Noah Scholarship Fund: An endowment fund was established in 1968 under the terms of the will of Mrs. Avonelle C. Noah. The income from this fund is used to assist worthy students in the College of Medicine.

Susan O. Rasmussen Scholarship: This fund provides financial assistance to students from central Florida who are enrolled in the College of Medicine and have financial need.

Scholarships for Disadvantaged Students: A federal scholarship awarded by the school, giving preference to students who are from disadvantaged backgrounds and for whom the costs of attending the school would constitute a severe financial hardship.

Wheat Medical Scholarship Fund: An endowment fund was established in 1967 under the terms of the will of Mrs. Eva H. Wheat. The income from this fund is used to assist worthy male medical students selected by the College of Medicine to continue their education.

William Warren and Marie C. Wolff Scholarship: This scholarship was established to assist needy, worthy and talented young men and women medical students who are dedicated to the science of medicine, and who otherwise could not receive such education.

SCHOLASTIC AWARDS

Alpha Omega Alpha Honor Medical Society: The Beta Chapter of Florida was installed at the University of Florida College of Medicine on May 9, 1960. A small number of students of the junior and senior classes are eligible for membership. Selection is based upon high academic standing, personal and professional character, and promise for future contributions to medicine.

Alumni Scholastic Award: This award was established by the University of Florida Medical Alumni Association from donations by its members and is awarded at the end of the junior year to students who are judged outstanding scholastically.

The American College of Physicians Award: This award, established by the American College of Physicians, is given by the Department of Medicine

to a senior student for outstanding performance in internal medicine.

The Thorkild W. Andersen Award: The Department of Anesthesiology established this award to honor one of the department's first faculty members. It is presented to the senior medical student who has made the greatest overall contribution to the College of Medicine and his or her fellow students.

The Dean Mitchell Baker Award: This award was established by Dr. and Mrs. Roy M. Baker of Jacksonville in memory of their son and is awarded each year to a graduating medical student for excellence in pediatric cardiology.

Bythewood & Baker Memorial Academic Award for Women Medical Students: An endowed fund was established in 1968 by Miss Martha Isabel Mays and is awarded to a junior female medical student who is judged to be academically outstanding.

The Hugh and Cornelia Carithers Award: Established by Dr. Hugh and Cornelia Carithers of Jacksonville, this endowed award is presented each year to a graduating student on the basis of overall accomplishments and aptitudes in child health and human development.

Charles Collins Obstetrical and Gynecological Award: Established in 1975 by the Florida Obstetrical and Gynecological Society to honor Dr. Charles Collins of Orlando, this award is given each year on a rotating basis to a graduating medical student in one of the three medical schools in the state who has shown academic excellence and outstanding performance in obstetrics and gynecology.

The Dr. Robert R. Donahoe Memorial General Surgery Award: This award, established in memory of Dr. Donahoe, is to recognize a senior student who has chosen a career in general surgery and who has exhibited superior skill and dedication to patients.

Class of 1980 Donegan Award: The Class of 1980 established this award for peer recognition of academic excellence, personal integrity and financial need of a rising senior medical student and to honor Miss Hazel Donegan, the first College of Medicine registrar.

Paula Ellis Award: The Gainesville Junior Woman's Club established this award as a memorial to Paula Ellis. It is given to a medical student chosen for academic excellence and/or meritorious service who shows promise and interest in the prevention or treatment of cancer.

W.F. Enneking Award: Established and funded by the Musculoskeletal Oncology Fellows of the Department of Orthopaedics, this award is given annually to the graduating medical student who, in the opinion of the faculty of the orthopaedic department, shows the most promise of making a contribution to medicine through an academic career.

The Faculty Award for Research: This award is given to the graduating medical student who has made the most outstanding contribution through research during the course of medical school.

Florida Chapter of the American College of Surgeons Award: Given to an outstanding student in the graduating class, this award honors a student who will pursue a career in surgery.

The John Gorrie Award: This award, instituted by Dr. Theodore F. Hahn Jr., is presented each year to the graduating medical student who, in the opinion of the faculty of the College of Medicine, is the best all-around student showing promise of becoming a practitioner of the highest caliber.

Scott Gross, M.D., Memorial Book Award: This award was established by the Class of 1988 in memory of their classmate, Scott Gross, who died of cancer shortly after graduation. The class requests that the prize, a pathology text, be given to a rising second-year student who best represents the attributes displayed by Scott—a sense of humor, interest in art and music, an active participant in class projects and, most importantly, courage and perseverance.

Florida Obstetric-Gynecologic Society Award: Given by the Society, this award recognizes a senior student who has distinguished himself/herself academically in the field of obstetrics and gynecology and has demonstrated a dedication to patient care.

Eugene Craig Haufler Award: This award is given to a graduating medical student to recognize overall excellence in pediatrics.

Mark W. Herrbold Memorial Award: This award was established by Francis Herrbold, a member of the Class of 1998, in memory of his father. It is to be awarded each year to a third-year medical student who has demonstrated "extraordinary determination and perseverance in their pursuit of a medical education."

The Luther W. Holloway Award: The Florida Pediatric Society established this award in honor of the late Dr. Luther W. Holloway. It is to be awarded to the senior medical student showing the greatest proficiency in child health.

Juri V. Kaude, M.D., Ph.D., Medical Student Research Award in Radiology: This award, established by the Department of Radiology, recognizes a senior student who has been involved in research in diagnostic radiology. Research may be either investigative or clinical, and the student may have participated either as the primary investigator or as a member of the team.

Albert G. King Award for Scientific Achievement in Research: This award is presented each year by the Watson Clinic of Lakeland to the medical student chosen for productive effort and scientific contribution. The research must have been presented at a Medical Student Research Conference during the academic year.

Lyerly Neurosurgical Group Award: The Department of Neurological Surgery presents this award to the graduating medical student who has distinguished himself /herself in the field of neurological surgery.

Genevra Todd and Henry E. Meleney Memorial Award: This award, established originally by the late Dr. Henry E. Meleney in memory of his wife, is given to a medical student for outstanding achievement during the first two years of medical study.

Walt Oppelt Memorial Award: Established in memory of the late Dr. W. Walter Oppelt by friends, associates, and the departments of Pharmacology and Therapeutics and Medicine, this annual award is presented to a medical student who has excelled in the field of pharmacology and therapeutics.

William Osler Award in Internal Medicine: This award was established by the Department of Medicine and is donated by past and present chairmen of the Department of Medicine, chiefs of the Medical Service at the Veterans Affairs Medical Center and chief residents in medicine. It is given to the graduating medical student who has demonstrated outstanding proficiency and excellence in internal medicine.

Palm Beach County Medical Society Auxiliary Award: This award is given by the Palm Beach County Medical Society Auxiliary to a third-year medical student who is a graduate of a Palm Beach County high school and who had the highest grade point average of the Palm Beach County students at the end of his or her second year in medical school, with a grade of "B" or better being acceptable.

Guillermo J. Perez Memorial Scholarship Award: The Department of Pediatrics established this award in memory of the late Dr. Perez, a former member of the pediatric faculty, to recognize a senior medical student who demonstrated an interest in adolescent medicine.

The Haven M. Perkins Award: This award, in honor of the first resident in the Department of Anesthesiology, is presented to a second-year stu-

dent who has achieved the highest academic standing in the basic sciences.

Senior Excellence Award in Radiology: Given by the Department of Radiology, this award recognizes a senior student, entering any specialty, who has demonstrated outstanding achievement in the senior elective in radiology.

Plastic and Reconstructive Surgery Award: The Division of Plastic and Reconstructive Surgery established this award to recognize that senior medical student who has shown academic achievement and excellence in this surgical specialty.

Dr. Peter Regan Award: This award, named in honor of the first chairman of the Department of Psychiatry, is given to recognize a senior student who has demonstrated excellence and has a career goal in the field of psychiatry.

Sandoz Award: Instituted by Sandoz Pharmaceutical, this award is presented annually by the Department of Community Health and Family Medicine to a senior medical student in recognition of superior academic achievement and contribution to health care.

The Betty Schmidt Memorial Award: Given in memory of Mrs. Betty Schmidt, a charter member of the University of Florida Medical Guild, this award is presented to a junior or senior medical student who has worked constructively for the improvement of academic life and the learning of the sciences of medicine.

Roger G. Schnell Neurology Book Award: Dr. Roger G. Schnell, of Ft. Lauderdale, established this award to honor a medical student who has shown excellence in clinical neurology.

The George T. Singleton, M.D., Award: Established by the Department of Otolaryngology to honor Dr. Singleton, this award is presented to a senior medical student who has shown academic achievement, research interest, clinical skills and exemplary work habits while rotating on the otolaryngology service.

The Marian Solowy Memorial Award: This award, given by Mrs. Solowy's family, recognizes a graduating medical student who has distinguished himself/herself in neonatal-perinatal medicine.

J. Craig Spencer Memorial Award: Established by the family and friends in memory of Dr. Spencer. This award is given to an individual with a compassionate and caring manner and who has achieved academic success.

John Harrington Tanous, M.D., Cancer Research Award: Presented each year by the Watson Clinic of Lakeland, this award recognizes outstanding research by a medical student in the general area of clinical or basic aspects of cancer and cell growth.

The William C. Thomas Sr. Award: This award honors an outstanding senior medical student with an interest in obstetrics and gynecology. The award is made possible by the Florida Obstetric Gynecological Society.

F. Eugene Tubbs, M.D., J.D., Memorial Award: This award was established in 1979 in memory of the late Dr. Tubbs, a former resident physician in the College of Medicine and member of the Florida House of Representatives. This award is given jointly each year to a University of Florida senior medical student and a Florida State University law student who have demonstrated excellence in their field.

The University Medical Guild Academic Scholarship: Given each year to a first-year student based on scholastic accomplishments and financial need. This award is for four consecutive years of medical school provided scholastic merit is maintained.

The University Medical Guild Scholarship Awards: These awards are presented each year by the University Medical Guild to a second-year and third-year student who are judged to be outstanding scholastically and to an entering student on the basis of need and scholastic excellence.

The University Medical Guild Graduate Research Awards: Presented each year to four graduate students in the basic medical sciences who are judged to have performed the best research during their graduate studies.

The University of Florida Medical Guild Award in Memory of Mrs. J. Hillis Miller: Given annually to a first-year student, this award is to recognize outstanding academic achievement by a student during the first year of medical school.

The University of Florida Medical Guild Memorial Award for Academic Excellence: This award is presented to a graduating senior by the University Medical Guild to recognize academic excellence through four years of medical school.

The University Medical Guild Professional Development Scholarship Award: This scholarship is awarded each fall to a senior medical student based on scholastic achievements and financial need.

Westwood Pharmaceutical Award: The Division of Dermatology presents this award to a senior medical student who has shown ability, enthusiasm and motivation in the field of dermatology.

Edward R. Woodward Surgical Award: This award, established by the Department of Surgery, is given to a senior medical student who best demonstrates strengths of moral and ethical fiber, social consciousness, and the traits of intelligence, tenacity and perspicacity.

LOAN FUNDS

College of Medicine Loan Funds: Loans from these funds are available to students enrolled in the College of Medicine who are in good academic standing and can show sufficient evidence of financial need. Interest (at 9 percent) begins at graduation and continues until repayment is completed. Repayment ordinarily begins one year after graduation and completed within five years. Short-term loans are available through the Office of Student Financial Services and the College of Medicine for emergencies, but must be repaid within the semester borrowed.

These funds have been made possible by grants from the W. K. Kellogg Foundation; the Selby Foundation; the Helen Stargardt Memorial Loan Fund; the George M. Green, M.D., Memorial Loan Fund; George W. Jenkins Foundation/Publix Scholarship; and by gifts from several organizations and individuals within the State of Florida. Loans are administered by the College of Medicine's financial aid administrator.

AMA-ERF Loan: This loan was established in 1994 by the AMA Education and Research Foundation from donations by its members and administered in accordance with the procedures established for the College of Medicine Loan Fund.

University of Florida College of Medicine Alumni Association Loan: This loan was established by the members of the college's Alumni Association from donations by its members and awarded to worthy students in financial need.

Dudley Beaumont Loan Fund: This fund was left to the College of Medicine early in the school's history as a memorial loan fund to assist in meeting the financial needs of its students. It is administered in accordance with the procedures established for the College of Medicine Loan Fund.

Robert A. and Martha Eifert Loan Fund: This revolving loan fund was established in 1994 to assist needy and worthy students in the College of Medicine.

Primary Care Loan (PCL): A federal loan that is awarded by the medical school to students with exceptional financial need at an interest rate of 5 percent. Any student receiving this loan must agree to enter and complete a residency training program in primary health care (family medicine, general internal medicine, general pediatrics or preventive medicine) no later than four years after the date on which the student graduates from the school; and to practice in such care through the date on which the loan is repaid in full.

The George Graham Hunter Loan Fund: This trust fund, established in 1968, is for the purpose of making loans available to qualified medical students or residents in orthopaedics.

Loans for Disadvantaged Students (LDS): A federal loan that is awarded by the medical school to students with exceptional financial need and/or a student that comes from an environment that has inhibited the individual from obtaining the knowledge, skills and abilities required to enroll in, and graduate from, a school of medicine. The interest rate is 5 percent.

Ronald A. Julian Memorial Fund: This fund was established as a memorial loan fund to assist medical students in financing their education. It is adminis-

tered in accordance with the procedures established for the College of Medicine Loan Fund.

W.K. Kellogg Foundation Medical Loan Fund: This loan was established in 1958 to assist needy medical students.

M.D./Ph.D. Forgivable Loan: This loan is available to students in the program during their medical student years and provides up to $23,000 per year, depending on funding.

The Barbara S. Michael Loan Fund: A revolving loan fund established in 1977 for needy and worthy students in the College of Medicine.

The Dr. P. Phillips Foundation Loan: This loan fund was established to assist financially needy students from Orange County who have shown academic achievement.

Maude Halstead Rhodes Loan: This fund was established in 1987 to provide loans to third- and fourth-year students up to a maximum of $3,000 per year.

William and Mary Selby Loan Fund: The Selby Foundation established this loan fund in 1958 to assist needy medical students.

Federal Direct Stafford Loan (FDSL): This is a federally insured program that has a variable interest rate, capped at 8.25 percent for loans made on or after July 1, 1994. The interest is paid by the federal government while the student is in school. There is an origination fee of 4 percent which is charged at disbursement. Graduate and professional students can borrow up to $8,500 per year up to $65,500, including undergraduate loans. The amount of eligibility is dependent on a student's need within the constraints of an approved budget. Financial need is determined from the Free Application for Federal Student Aid (FAFSA). All graduate/professional students are considered independent for financial aid purposes.

Federal Direct Unsubsidized Stafford Loans (FDUSL): This program is the same as the Federal Direct Stafford Loan, except the borrower is responsible for

repaying the interest beginning on the date of their first disbursement. A borrower can request a deferment, however, the loan is subject to "capitalization." This loan is not need-based. Students may borrow funds over and above their eligibility for FDSL, up to their cost of education minus other aid, or FDSL program limits, whichever is less. Graduate and professional students may borrow up to $18,500 per year (less amounts borrowed through FDSL) if within the budget, up to $73,000 total, including undergraduate loans.

Additional information can be obtained from the Financial Office College of Medicine, University of Florida, PO Box 100216, UFHSC, Gainesville, FL 32610-0216.

Marie Rosa Valicenti Loan Fund: Established in memory of Mrs. Valicenti by the Carmen Valicenti Trust to provide loans for students from the northern part of Brevard County or Orange County.

Hugh and Mabel Wilford Loan Fund: This trust fund was established in 1970 for the purpose of making loans available to assist worthy and needy students to attend the University of Florida College of Medicine. This loan fund will be administered in accordance with procedures established for the Health Professions Student Loan Program.
Other Sources: Many students have received financial support from local sources. These may be discovered by inquiries addressed to voluntary health agencies, medical organizations, service clubs, church organizations or trust departments of banks.

FELLOWSHIPS

Student Research Fellowships: These fellowships are made possible by grants from voluntary health agencies in Florida, pharmaceutical firms, the American Medical Association Education and Research Foundation, the National Institutes of Health and other agencies.

Medical student research holds high priority in the College of Medicine with the primary objective being that of involving the inquisitive student in a self-learning experience in medical research.

As an incentive to become involved in research, students are offered an opportunity to apply for fellowship support that is available on a part-time basis during the academic year and on a full-time basis during summer vacations.

These fellowships are available to incoming medical students during the summer prior to their matriculation. The only other time that full-time research (10 weeks) is generally available is during the summer between the first and second year of medical school. Fellowships are awarded on a competitive basis with a progress report and continuation application required for each semester. In addition to providing fellowships for research, this program also sponsors a Research Day for medical students to report the findings of their research and will contribute funds (when available) to the travel expenses of medical students who present the results of their research at national conferences.

On the basis of the results of the research projects and their presentation, medical students are eligible for the annual Faculty Research Award, Albert G. King Award, John Harrington Tanous, M.D. Cancer Research Award, and the Alpha Omega Alpha Research

Award. Graduating students may also be considered for Graduation with Honors based on research.

LIVING ACCOMMODATIONS

On-campus housing may be arranged by contacting the Division of Housing, University Housing Office, University of Florida, PO Box 112100, Gainesville, FL 32611-2100, (352) 392-2161/ Fax: (352) 6819.

On-campus housing is limited; medical students are encouraged to apply for housing immediately upon acceptance to the College of Medicine.

Housing is available to medical students in the New Residence Facility and Village Communities. The New Residence Facility features apartment-style housing for single residents. Each apartment has four single bedrooms, two baths, a kitchen and living room area. The 1998-99 rent rate is $1,597 per resident, per semester and includes limited utilities, cable television service and local phone service.

Apartments for single and married medical students are available in several Village Communities on campus. Most villages are two-story brick buildings featuring one-, two- and three-bedroom apartments. The 1998-99 rent rate ranges from $261 to $464 per month and includes local phone, water, garbage and cable television service. Cable television service is additional in Corry Village. Other utilities are additional.

Off-campus housing information is available from the Division of Housing and may be requested in person or through the mail. Students will be placed on a waiting list according to the date their application is received by the Housing Office.

COURSE DESCRIPTIONS

The following courses constitute the preclinical component of the curriculum for the M.D. degree and are offered to medical students during the first and second years. Some of the courses are available to graduate students in the university, but the number of students who can be accepted is limited by laboratory facilities, and enrollment requires the approval of the course director.

FIRST YEAR

BMS 5015 ESSENTIALS OF PATIENT CARE I
4 credits. This course is the first in a series covering the skills and behaviors necessary to care for patients. The course consists of four interlocking components: communication and interviewing skills; ethical and legal issues; Keeping Families Healthy; and Basic Clinical Skills.

The communication and interviewing skills portion covers the following topics: the fundamentals of good communication; patient-centered and physician-centered interviewing; history of present illness; review of systems; past medical history; recognizing and responding to emotions; and presenting patients to other health professionals. The ethics and law component will focus on: the process of resolving problems in biomedical ethics, ethical aspects of various models of patient/physician relationships, basic and ethical and legal issues in informed consent, confidentiality and truth-telling. Keeping Families Healthy is a year-long experience that includes home visits with families in the community. During the first semester the focus is on family systems, interactions with the health-care system, and health beliefs. Keeping Families Healthy continues in the second semester with a focus on health promotion and disease prevention. Basic Clinical Skills is a yearlong introduction to the physical examination. Working in the Harrell Assessment Center, students will learn and practice the skills of physical diagnosis.

BMS 5016 ESSENTIALS OF PATIENT CARE II
4 credits. This course is a continuation of Essentials of Patient Care I. Each student will continue home visits with their assigned family, addressing issues of prevention, including nutritional status, cardiovascular risk and cancer screening. Continuing sessions in Basic Clinical Skills will advance the student's expertise in the performance of the physical examination. Small groups integrated with the Human Behavior course will address issues such as death and dying, addictions, aging, sexuality and advanced interviewing skills. Each home visit will be aligned with a task related to course content, such as nutritional status, cardiovascular risk appraisal and cancer screening knowledge. Each home visit will be discussed in a small group debriefing, allowing each student the opportunity to discuss, analyze and share their community experiences.

BMS 5020 MEDICAL NEUROSCIENCE
5 credits. This course provides an integrated and multidisciplinary approach to the study of central nervous system structure and function. The course includes the study of neuroanatomy, neurochemistry, neuroembryology, neurohistology, and neurophysiology. Sensory and motor system functions also are stressed. The laboratory portion of the course is intensive, allowing students to develop a working knowledge of human brain structure and organization. There also is a strong emphasis on applying basic science information to actual clinical problems.

BMS 5100C MEDICAL HUMAN ANATOMY
8 credits. This course introduces basic principles of the human body primarily in a laboratory setting. Clinical oriented lectures are used to emphasize basic anatomical relationships. Lectures on human embryology are presented also in a systemic format to assist students to learn pertinent normal organ development and morphogenesis. The course materials are integrated with radiologic and microscopic anatomy.

BMS 5110C MEDICAL CELL AND TISSUE BIOLOGY
6 credits. The microscopic structure and function of the cells, tissues and organs of the human is taught. Correlation of structure and function at a cellular level is emphasized in lectures, small-group discussions and laboratories. An additional focus of the course is the relevance of the study of histology and cell biology to clinical disciplines.

BMS 5190 ANATOMY BY DIAGNOSTIC IMAGING
2 credits. The goal is to describe normal human anatomy in three dimensions (frontal, [coronal],

BODY NMR

sagittal and axial) using imaging modalities available to diagnostic radiologists. The course is oriented to organ systems describing not only the regional anatomy of the organ but also its vasculature and topographic anatomy. The course includes 10 didactic lectures, computer-aided instruction and a teaching set of films depicting normal anatomy.

BMS 5003 MEDICAL ASPECTS OF HUMAN GENETICS
2 credits. Designed to familiarize the student with the medical aspects of human genetics, this course presents both theoretical and clinical information in cytogenetics, population genetics, and molecular genetics together with a review of its application in the diagnosis, risk prediction and treatment/prevention of genetic diseases. Special topics such as cancer genetics also are covered.

BMS 5204 BIOCHEMISTRY AND MOLECULAR BIOLOGY OF DISEASE
6 credits. A general biochemistry course is a strongly recommended prerequisite. Lectures and small group discussions are designed to build on the student's basic biochemical knowledge of cellular function. Emphasis is placed on the biochemical and molecular biological basis of pathobiology. Topics include nutrition, physical biochemistry, metabolism and molecular biology.

BMS 5500 PRINCIPLES OF PHYSIOLOGY
6 credits. Basic medical physiology of the respiratory, cardiovascular, endocrine, renal and gastrointestinal systems is presented. Concepts of physiology are taught in conjunction with clinical applications of the basic science facts.

BCC 5151 HUMAN BEHAVIOR
4 credits. This course offers an introduction to the biological, psychological and social interactions that underline human behavior in both health and illness. Course teaches students to conduct medical and psychiatric interviews, perform the mental status exam and become familiar with the variety of psychological responses to issues. Alcoholism, substance abuse, impaired physicians, human sexuality and an introduction to psychiatric treatment also are presented. Small group teaching is devoted to lecture-demonstrations and patient interviewing.

BCC 5173 INTRODUCTION TO CLINICAL PRACTICE
3 credits. During this course, students will be assigned to a physician preceptor who practices primary care medicine. Students will spend three weeks on location with the physician on a full-time basis. Students will have the opportunity to utilize their interview and physical examination skills.

SECOND YEAR

BMS 5191 INTRODUCTION TO CLINICAL RADIOLOGY
2 credits. Prerequisite: BMS 5190. This course provides imaging correlation to the pathologic entities discussed during the second year. All imaging modalities including plain film, CT, MR, ultrasound and contrast students will be presented. The emphasis of the course will be the review of the natural history of the disease process allowing the imaging features to be understood. The course is a lecture series, many of which are interactive with faculty from Radiology, Pathology and Clinical Services.

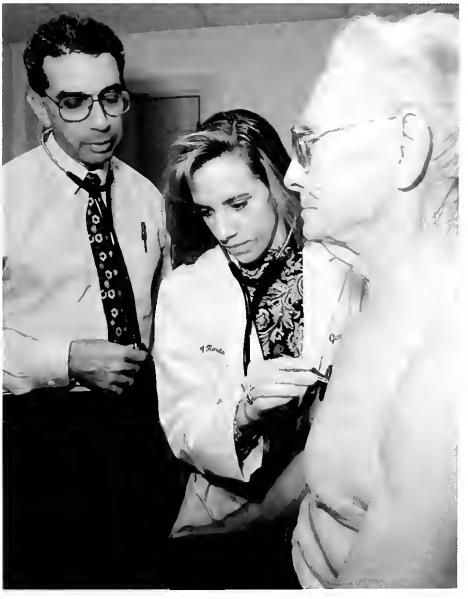
BMS 5300C MEDICAL MICROBIOLOGY AND INFECTIOUS DISEASE
5 credits. This course will provide learning opportunities in the principles of medical microbiology and the essentials of infectious disease. It will cover basic host defense mechanisms and the interaction of pathogens with these host defenses. Bacterial, viral, fungal and parasitic pathogens and the diseases they cause will be considered. Lectures, laboratories, small-group discussions, self-instructional material, and an innovative computer program will be used to present the material.

BMS 5404 PHARMACOLOGY
6 credits. This introductory course presents concepts of drug action (drug-receptor interactions, drug absorption, distribution, and elimination), introduces most of the major classes of drugs, and emphasizes the biochemical and physiological basis for understanding drug action. Groups of drugs considered include anesthetic, autonomic, central nervous system, adrenal, cardiovascular and antimicrobial compounds.

BMS 5600 SYSTEMIC PATHOLOGY AND LABORATORY MEDICINE
9 credits. Prerequisites: Satisfactory completion of

BMS 5608. Building upon general principles learned in General Pathology and Immunology, the student studies in detail the pathology of organ systems. The morphologic, biochemical and biological behavior of various diseases are covered in lecture and amplified by laboratory materials. Functional and clinical implications are discussed, including the appropriate use of the clinical laboratory for diagnosis and therapy.

BMS 5608 GENERAL PATHOLOGY AND IMMUNOLOGY
6 credits. Prerequisite: Satisfactory completion of the first year of medical school. The course introduces second-year medical students to immunology and inflammation, emphasizing their interaction and



function in host protection, transplantation and disease causation. Morphologic and chemical correlates of cell injury, vascular disorders and cancer are presented, as well as tissue and host response to viral and fungal agents. Relevant clinical examples are provided. This course provides the conceptual basis for understanding the cause and course of disease as well as how the body responds to injury.

BMS 5630 ONCOLOGY
2 credits. This course is taught in parallel with pathology and provides correlation between treatment of patients with cancer and oncology topics being addressed in pathology.

BMS 5822 ETHICAL AND LEGAL ISSUES IN MEDICAL PRACTICE
2 credits. The course builds on the ethics and law component of the Essentials of Patient Care taught in the first year. This course covers specific ethical and legal issues in medical practice. Students learn how to identify ethical and legal problems, to communicate effectively with patients and colleagues about those problems and develop problem-resolving strategies. This course is organized around small-group activities and discussion focusing on analysis of ethical and legal problems that arise in medical cases.

BMS 5823 EPIDEMIOLOGY AND PUBLIC HEALTH
2 credits. This course provides instruction in clinical epidemiology, biostatistics, preventive medicine and public health. The critical appraisal of the medical literature is emphasized.

BMS 5830 PHYSICAL DIAGNOSIS
2 credits. Students are introduced to basic components of the physical examination with emphasis on normal findings.

BMS 5831 CLINICAL DIAGNOSIS
6 credits. Prerequisite: BMS 5830. Conducted by the Department of Medicine, with participation by the departments of Neurology, Orthopaedics, Ophthalmology and Pediatrics. Students develop medical interviewing and physical examination skills; learn methods of collecting, organizing and communicating data; develop an understanding of the genesis of signs and symptoms; and are introduced to the techniques of problem-solving in physical diagnosis.

THIRD YEAR

During the third year, students rotate through eight clinical clerkships. The clerkship in medicine is 8 weeks in length taken in conjunction with 2 weeks of neurology and 2 weeks of anesthesiology; the interdisciplinary clerkship, comprised of family medicine, outpatient medicine and pediatrics, and

ambulatory specialty clinics, is 12 weeks in length; surgery, obstetrics and gynecology, pediatrics and psychiatry are 6 weeks each. During the clerkships, the medical student participates as a member of the health-care team in the care of hospitalized and ambulatory patients. Teaching occurs in various settings including clinical rounds, conferences and lectures as well as at the bedside or during surgery. Students will spend 10 to 12 weeks participating in clerkships at UFHSC-Jacksonville. Housing will be provided during the Jacksonville rotation. Students are required to complete all clerkship work within the University of Florida setting.

BCC 5100 ANESTHESIOLOGY CLERKSHIP
2 credits. Two weeks. This course consists of didactic lectures, simulator exercises and clinical instruction on perioperative patient care. Emphasis will be placed on preoperative assessment, airway and ventilator management and postoperative care, including pain management.

BCC 5110 MEDICINE CLERKSHIP
8 credits. Eight weeks. Active participation in the care of ward and clinic patients is provided under supervision. Close tutorial relationship with staff in lectures, conferences and teaching rounds provides a rich learning experience.

BCC 5120 NEUROLOGY CLERKSHIP
2 credits. Two weeks. Students participate on the inpatient and outpatient services of the neurology department at Shands at UF, VA Medical Center and University Medical Center in Jacksonville. Students assume responsibility for patient care and learn how to logically and scientifically define treatable neurologic disease and provide the most effective therapy.

BCC 5130 OBSTETRICS AND GYNECOLOGY CLERKSHIP
6 credits. Six weeks. Participation in the outpatient and inpatient medical and surgical care of women at Shands at UF and University Medical Center in Jacksonville. Interactive conferences and active clinical involvement provide exposure to obstetrics, gynecology, oncology and reproductive endocrinology. The curriculum includes preventive, primary and intensive care.

BCC 5140 PEDIATRIC CLERKSHIP
6 credits. Six weeks. Students actively participate in inpatient and outpatient medical management of infants and children. Teaching occurs on the wards, in the pediatric clinics, in the emergency rooms at Shands at UF and the University Medical Center at Jacksonville and in rural clinics. Focus is upon development of history and physical diagnostic skills, preventive medicine, patient management and consequences of illness in children and among their families.

BCC 5150 PSYCHIATRY CLERKSHIP
6 credits. Six weeks. Observation and supervised treatment of psychiatric patients in the Shands Hospital, VA Medical Center, Shands at Vista and University Medical Center at Jacksonville's inpatient, outpatient, and consultation services. Weekly didactic seminars, conferences and individual instruction are given in the application of this material to the practice of medicine.

BCC 5160 SURGERY CLERKSHIP
6 credits. Six weeks. Students participate in the care of surgical patients in the ward and in the operating room at Shands at UF, the VA Medical Center and University Medical Center/Jacksonville. Instruction in the care of the surgical patient is provided by a series of daily seminars and lectures.

BCC 5170 INTERDISCIPLINARY GENERALIST CLERKSHIP
12 credits. Twelve weeks. This course employs an interdisciplinary design created by the departments of Community Health and Family Medicine, Pediatrics and Internal Medicine. Students will

focus on the ambulatory management of common, acute and chronic medical problems in a primary-care setting. Continuity of preceptor and patient population will be a feature of this course. Students will rotate in family medicine, internal medicine, pediatrics and speciality clinics emphasizing broad primary care practice. Students also will participate in a series of case-based discussions on common core topics in general practice. In addition, there will be a series of workshops on other key topics pertinent to the generalist.

FOURTH YEAR

The fourth year is divided into 11 four-week units (of 4 credit hours each). Students are required to be enrolled for 10 of the 11 four-week units. During the year, students plan their own curriculum with the approval of their advisor and the fourth-year coordinator prior to the beginning of the academic year. Three units are required: medicine, an advanced pediatrics or community health and family medicine clerkship; advanced pharmacology; and the advanced surgery clerkship. The seven units consist of elective courses and clerkships offered by the basic science and clinical departments. The remaining 4-week unit may be used for residency interviews. Rules governing the required and elective courses taken in the fourth year are outlined in the "Senior Elective Catalog." Students may choose from over 200 electives listed in this catalog.

BMS 5473 ADVANCED PHARMACOLOGY
4 credits. Lectures and conferences. Fundamentals of drug action are studied with emphasis on cardiovascular, neurological and endocrine systems. Clinical faculty participate in the teaching of basic aspects of clinical pharmacology.

BCC 5111 SENIOR MEDICINE CLERKSHIP
4 credits. Four weeks. Increased level of patient care responsibility compared to the third-year medicine clerkship. Students serve as the primary physician under resident and faculty supervision. Students are responsible for the performance of simpler diagnostic procedures. Self-education is stressed, but students are encouraged to attend major departmental conferences.

BCC 5141 SENIOR PEDIATRIC CLERKSHIP
4 credits. Four weeks. This will be an externship in inpatient care of pediatric patients. Students will be

given increased responsibility for patient care under supervision of pediatric residents and faculty. Patient-oriented seminars and conferences are available on a daily basis with emphasis on self-directed education.

BCC 5161 SENIOR SURGERY CLERKSHIP
4 credits. Four weeks. Students further develop skill in pre-operative evaluation, surgery, and postoperative care and follow-up. Patient-oriented seminars are provided by faculty. The student will be an active member of the surgical team.

BCC 5171 SENIOR COMMUNITY HEALTH AND FAMILY MEDICINE CLERKSHIP
4 credits. Four weeks. Students serve as the primary physician under resident and faculty supervision in both the inpatient and ambulatory setting. The level of patient care is increased compared to the third year Interdisciplinary Clerkship.

MEL 5930 ELECTED TOPICS/NEUROLOGY
2-20 credits. Offered by the Department of Neurology as an opportunity for concentrated work in a field of particular interest to the student. Individual response, preceptorship or clinical clerkship in the college or in another medical center in this country or abroad may be elected. Students may take more than one topic in this department per semester.

MEL 5931 ELECTED TOPICS/Neurological Surgery
2-20 credits. Same as MEL 5930

MEL 5932 ELECTED TOPICS/Obstetrics and Gynecology
2-20 credits. Same as MEL 5930.

MEL 5933 ELECTED TOPICS/Ophthalmology
2-20 credits. Same as MEL 5930.

MEL 5934 ELECTED TOPICS/Orthopaedic Surgery
2-20 credits. Same as MEL 5930.

MEL 5935 ELECTED TOPICS/Otolaryngology
2-20 credits. Same as MEL 5930.

MEL 5936 ELECTED TOPICS/Pathology
2-20 credits. Same as MEL 5930.

MEL 5937 ELECTED TOPICS/Pediatrics
2-20 credits. Same as MEL 5930.

MEL 5938 ELECTED TOPICS/Psychiatry
2-20 credits. Same as MEL 5930.

MEL 5940 ELECTED TOPICS/Anatomy
2-20 credits. Same as MEL 5930.

MEL 5941 ELECTED TOPICS/Biochemistry
2-20 credits. Same as MEL 5930.

MEL 5942 ELECTED TOPICS/Immunology and Medical Microbiology 2-20 credits. Same as MEL 5930.

MEL 5943 ELECTED TOPICS/Neuroscience
2-20 credits. Same as MEL 5930.

MEL 5944 ELECTED TOPICS/Pharmacology
2-20 credits. Same as MEL 5930.

MEL 5945 ELECTED TOPICS/Physiology
2-20 credits. Same as MEL 5930.

MEL 5946 ELECTED TOPICS/Anesthesiology
2-20 credits. Same as MEL 5930.

MEL 5947 ELECTED TOPICS/Community Health and Family Medicine
2-20 credits. Same as MEL 5930.

MEL 5948 ELECTED TOPICS/Medicine
2-20 credits. Same as MEL 5930.

MEL 5949 ELECTED TOPICS/Radiation Oncology
2-20 credits. Same as MEL 5930.

MEL 5950 ELECTED TOPICS/Radiology
2-20 credits. Same as MEL 5930.

MEL 5951 ELECTED TOPICS/Surgery
2-20 credits. Same as MEL 5930.

POLICY STATEMENT ON COMPLETION OF COURSE WORK

Deferment or Withdrawal from Required Courses and Clerkships Due to Hardship, Illness, or Special Circumstances.

Students who are unable to complete required courses or clerkships due to illness, hardship or special circumstances must immediately contact the Offices of Medical Education and Student Affairs. The student requesting temporary withdrawal must submit a letter outlining the reasons for the request to the Associate Dean for Education and the Chair of the Academic Status Committee. Short-term leave or withdrawal for periods of six weeks or less may be approved by the Associate Dean for Education. Leave periods greater than six weeks requires review and approval of the Academic Status Committee. All incomplete course work must be completed by the time specified in the letter sent by the Associate Dean of Education or Chair if the Academic Status Committee is approving the request for temporary leave.

Deferment of Required Third-Year Clerkships to the Fourth Year to Take an Elective

All students may defer up to four weeks of the required anesthesiology and neurology clerkships to the fourth year with approval of the student's academic advisor, the course director for the course elective and the Associate Dean for Education. The elective to be taken in place of the deferred clerkship must be designated at the time of the application for deferment and must have the approval of the elective director. Only specified clerkships may be deferred. This information is specified on the deferment forms. The deferred clerkships must be completed by the end of April in the senior year.

Required Third and Fourth Year Clerkship

All University of Florida College of Medicine students must take their required third- and fourth-year required courses and clerkships on the University of Florida campus or at sites utilized by the required clerkships. Under extraordinary circumstance, appeals for exceptions to this policy will be considered and approved by the Academic Status Committee. No students from other institutions will be allowed to take any of the required courses or clerkships.

Elective Courses, Clerkships and Externships

During the fourth year, students are allowed to take electives and externships. All electives taken at locations other than Shands at UF, Malcom Randall Veterans Affairs Medical Center in Gainesville, University Medical Center/Jacksonville, and Orlando Regional Medical Center are considered to be externships. Most students will be limited to a maximum of three externships.

The following policies govern externships:

1) All students must have the approval of their academic advisor prior to applying for any externship.

2) Students who rank in the lower third of the class also must have the approval of the Academic Status Committee before applying for any externship. The Academic Status Committee reviews the status of all third-year students prior to the deadline for submission of the requests for fourth-year courses and electives.

3) Students who wish to apply for more than one externship and rank in the lower half of the class must be reviewed and approved by the Academic Status Committee.

4) All students who apply for more than three externships must be reviewed and approved by the Academic Status Committee.

UNDERGRADUATE COURSES

These courses are offered by the College of Medicine for students majoring in other colleges.

Individual interdisciplinary programs leading to an Interdisciplinary Studies major may be designed and initiated, with review and approval by the IDS Committee of the College of Liberal Arts and Sciences, by a student whose academic goals are not met by an existing departmental undergraduate major. The Department of Biochemistry and Molecular Biology, the Department of Neuroscience and the Junior Honors Medical Program offer IDS majors in conjunction with the College of Liberal Arts and Sciences' undergraduate degree granting program.

BSC 3096 HUMAN PHYSIOLOGY
3 credits. Prerequisite: ZOO 2013C. Open to students in the College of Health Professions, students in the Physician Assistant program and to others by permission of instructor. The structure and physiological function of selected human systems.

BCH 4024 INTRODUCTION TO BIOCHEMISTRY AND MOLECULAR BIOLOGY
4 credits. Prerequisite: Organic chemistry. An introduction to physical biochemistry, intermediary metabolism and molecular biology. Topics include a survey of structure, chemistry and function of proteins and nucleic acids, enzyme kinetics and mechanisms and catalysis; a survey of the pathways of carbohydrate, lipid and nitrogen metabolism and their metabolic control; regulation of gene expression at the level of DNA, RNA and protein synthesis. This course is offered fall and spring semesters.

BMS 4401 PHARMACOLOGY
2 credits. This course is designed to introduce the subject to interested students in a research and topically oriented manner and will be of particular value to students considering research-oriented careers in the biological or medical sciences.

BCH 4905 BIOCHEMISTRY SENIOR RESEARCH
3 to 5 credits; maximum 15. Prerequisites: BCH 4313, CHM 3210-3211 or equivalent, or department approval. Enrollment limited to independent interdisciplinary majors. Laboratory investigations of contemporary biochemical problems. May be repeated with change of content up to a maximum of 15 credits. Senior thesis required.

BMS 4905 MEDICAL SCIENCES SENIOR RESEARCH
3 to 5 credits. Prerequisite: Department approval. Corequisite: BCH 4313. Laboratory or literature investigations of problems of current interest in the medical sciences. May be repeated.

Enrollment for the following courses is restricted to students accepted in the Basic Biological and Medical Sciences Program:

BMS 4010 INTRODUCTION TO MEDICAL SCIENCES SEMINAR
3 credits. Selected in-depth special topics in the preclinical basic sciences and their application to clinical problems.

BMS 4011 INTRODUCTION TO MEDICAL SCIENCES SEMINAR
3 credits. Continuation of BMS 4010.

BMS 4012 CELL BIOLOGY SEMINAR
4 credits. Cellular functions in health and disease. The structure and molecular biology of the mammalian cells are stressed including such things as virus-cell interactions, inborn errors of metabolism and bacterial growth. Identical to PCB 4930.

BMS 4013 INTRODUCTION TO MEDICAL SCIENCES SEMINAR III
3 credits. Continuation of BMS 4010.

BMS 5005 INTRODUCTION TO THE PROFESSIONS OF MEDICINE
3 credits. Spring semester. The history, current status and future of the science and practice of medi-

cine are surveyed from the perspectives of the major medical disciplines. Topics ranging from surgery, pediatrics, psychiatry and other clinical areas of medicine to topics on pharmacology, immunology and cell biology will be introduced. The course is designed for preprofessional students with an interest in medicine.

INDEPENDENT INTERDISCIPLINARY MAJOR IN BIOCHEMISTRY AND MOLECULAR BIOLOGY

Students matriculating in the College of Liberal Arts and Sciences who desire an undergraduate emphasis in biochemistry and molecular biology should consider the Independent Interdisciplinary Major Program. The program is designed for students who wish to pursue either graduate research in biochemistry and related medical sciences, or who have a strong interest in academic medicine. An independent interdisciplinary major in biochemistry may be arranged through the Department of Biochemistry and Molecular Biology and submitted for approval by the Committee of Interdisciplinary Studies of the College of Liberal Arts and Sciences. Program applicants must have a strong background in chemistry and biology courses.

The advanced level course work required includes BCH 4024, two semesters of BCH 4905 Biochemistry Senior Research and submission of senior thesis. The latter provides an opportunity for an exceptionally well-qualified student to participate with a particular faculty member on an individualized research program in the faculty member's research laboratory. Enrollment in BCH 4024 is a suggested prerequisite for submission of a proposed independent interdisciplinary major in biochemistry to the College of Liberal Arts and Sciences and for enrollment in BCH 4905. Electives include advanced undergraduate offerings of the Departments of Botany, Chemistry, Computer Sciences, Microbiology and Cell Science, Neuroscience and Zoology.

Application should be made during the sophomore year to enter the program during the junior year to the Department of Biochemistry and Molecular Biology.

THE PHYSICIAN ASSISTANT PROGRAM

The Physician Assistant Program is designed to prepare health-care professions who will perform certain functions traditionally performed by licensed physicians. The physician assistant typically will provide comprehensive health care under the supervision of a licensed physician to family members of various ages. The curriculum of this program offers the student in-depth content in the basic and medical sciences.

The Physician Assistant Program accepts one new class each year in the Summer B semester (late June) and runs for 24 continuous months, granting a Master of Physician Assistant Studies degree. It consists of 12 months of didactic instruction in Gainesville and 12 four-week clinical rotations assigned by the program in medical and surgical specialties. These rotations will be in the hospitals and clinics of the University of Florida Health Science Center in Gainesville, Jacksonville, and at hospitals, clinics and physicians' private practices throughout Florida.

As part of the program's support for the primary care health needs of rural populations, all students will take at least one of their clinical rotations in a rural area.

The program supports the need for increased clinical training and placement in community-based settings. Toward this end, students may apply to be selected for a special track that will allow most of their clinical rotations to be taken in community-based practices. (Details are included in the program information packet.)

The program is fully accredited by the American Medical Association's Committee on Allied Health Education and Accreditation, which was succeeded by the Commission on Accreditation of Allied Health Education Programs on July 1, 1994. The accreditation status of the Physician Assistant Program has been transferred to the new organization. Graduates are eligible to take a national certifying examination conducted by the National Commission on Certification of Physician Assistants.

The demand for graduate physician assistants is strong and growing both in Florida and nationally. There are an estimated seven to nine jobs nationally for every graduate.

The Florida Academy of Physician Assistants publishes regular announcements of job openings. In addition, the PA Program maintains listings of currently available jobs.

ADMISSION TO THE PROGRAM

All potential applicants should contact the PA Program to receive a detailed information packet, which is updated frequently. It contains considerable information on the program's curriculum, admissions requirements, recent class profile, national board scores, etc. Requests for information should be directed to Physician Assistant Program, University of Florida, P.O. Box 100176, UFHSC, Gainesville, FL 32610-0176. Telephone (352) 395-7955.)r, visit the PA Program web site at: *www.medinfo.ufl.edu/pa/index.html*

Prerequisites

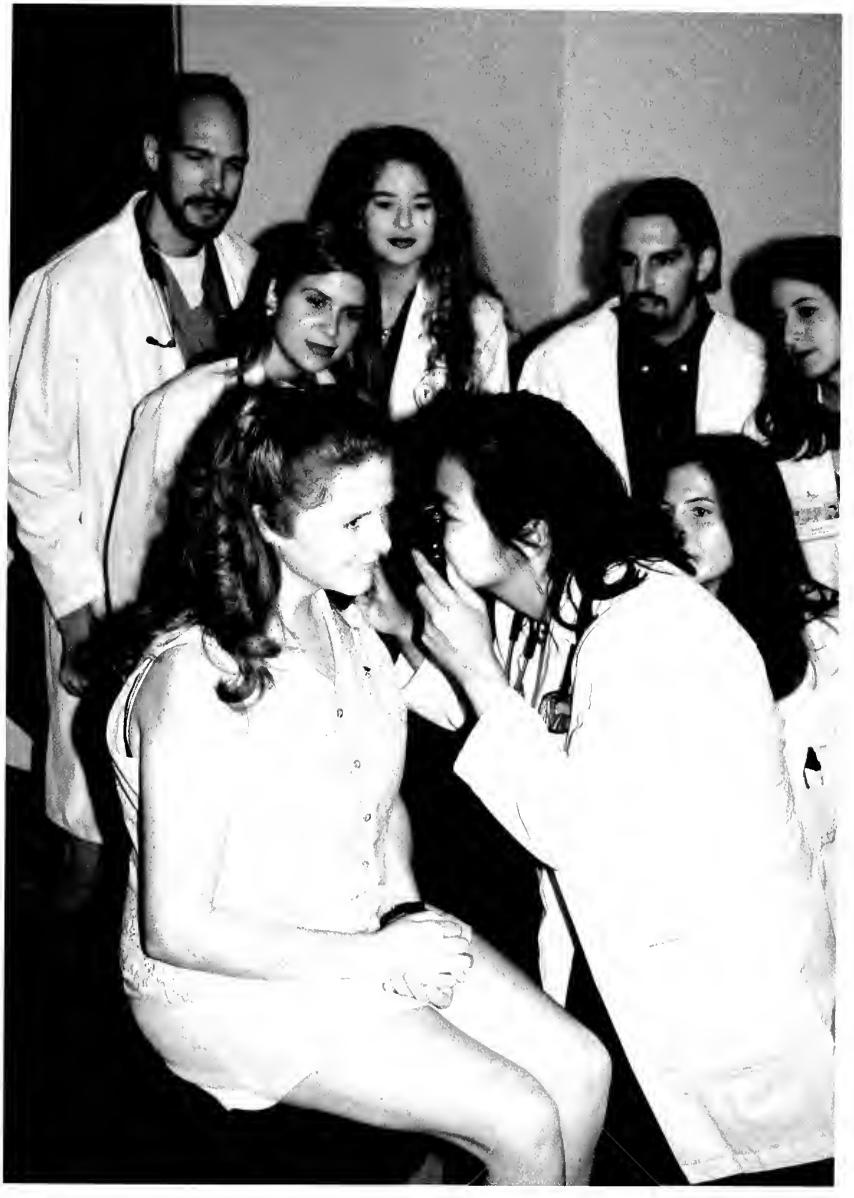
Every applicant must complete a bachelor's degree from an accredited college or university before entering the PA Program.

Every applicant must also complete the following preprofessional prerequisites by the end of the fall semester before the program begins:

* Anatomy and Physiology, including lab if offered — 6-8 semester hours
* Microbiology, including lab if offered — 3-5 semester hours
* General Chemistry: The complete sequence (2-3 semesters) at the pre-med level including labs — 8-10 semester hours
* Introduction to Statistics — 3 semester hours
* Medical Terminology — 2-3 semester hours (May be taken as a correspondence course.)

A grade of *C* or higher must be earned in each of the above courses. CLEP examination or advanced placement credit may not be used to meet any of the above requirements.

All applicants must complete a minimum of 30 semester hours of course work at colleges or universities accredited by one of the six regional accrediting bodies, such as the Southern Association of Colleges and Schools. These 30 semester hours must include



all of the Physician Assistant Program's required preprofessional prerequisites.

All applicants must submit scores from the Graduate Record Exam (GRE).

All applicants must complete a Basic Life Support course approved by the American Heart Association. Certification must be valid for one year after the beginning of the program.

Because of the rapid evolution of the basic sciences, preference may be given to applicants who have completed their preprofessional prerequisite courses during the five years before applying to the Physician Assistant Program.

It is recommended that all applicants complete the equivalent of at least one year (2,000 hours) of direct patient-care experience before entering the program.

Application Steps

Contact the Physician Assistant Program for a complete information packet and all application materials. (See address on page 70)

The application deadline is December 1st for the following Summer B semester.

The deadline to complete the preprofessional prerequisites is the end of the fall semester before the program begins.

Completed applications are reviewed by the admissions committee and the best applicants are invited to the program for an interview. An interview is required for all successful candidates.

From this group, the final class selection is made, based on the applicant's total record, including academic competence, clinical experience, demonstrated commitment to a health-care career, understanding of the physician assistant profession, interpersonal and communication skills and personal maturity and stability.

Admissions decisions are announced in April.

Admission to the Physician Assistant Program is a selective process and satisfaction of minimum requirements for admission to the University does not guarantee automatic admission to the program. Limitations in staff, faculty and facilities require a limited enrollment.

EXPENSES AND FINANCIAL AID

In addition to tuition, fees and books, medical lab coats and certain medical equipment are required. A list of required items is furnished on admission. Other requirements may be added from time to time by the faculty.

Students are responsible for their transportation, housing and living expenses during their clinical year. Costs will vary depending on the location of their clinical rotation sites. While the program makes every effort to arrange free housing, this may not be possible. The final responsibility is the student's.

Information and decisions about financial aid are handled entirely by the Office for Student Financial Affairs, Box 114025, University of Florida, Gainesville, FL 32611-4025. Phone (352) 392-1275.

HEALTH POLICIES

The Physician Assistant Program requires evidence of sound physical health, mental health and emotional stability for admission. Personnel of the Department of Student Health will test students for sensitivity to tuberculosis. The Department of Student Health will verify immunization against diphtheria, rubella (German measles) and tetanus, and document immunity for varicella (chicken pox) by titer or immunization. Students are required to be immunized against the Hepatitis B virus.

Each student is required to have some form of hospitalization insurance. Students are eligible for the health insurance plans sponsored by Student Government, which may be purchased at the time of registration. This policy provides 12-month coverage. In addition, each student is strongly encouraged to carry disability insurance. Currently, the College of Medicine does not have a group policy available; therefore, students are encouraged to explore this option through their own insurance carrier or through the American Academy of Physician Assistants' insurance provider.

ACADEMIC POLICIES

Student Responsibilities

Once accepted into the PA Program, students are responsible for following all program policies as described in handbooks, memos and announcements. Any questions should be directed to program faculty.

Transfer Credit and Transient Student Issues

All PA students must complete the entire program. Transfer credit is not accepted for courses in

the PA Program curriculum. Transfer students are not accepted after a class has begun. PA classes are open to enrolled PA students only.

Probation and Suspension

Only grades of C or above represent acceptable professional work for the Physician Assistant Program. Any grade below a C in any course, didactic or clinical, is not acceptable and will be grounds for dismissal from the program for academic reasons, subject to faculty decision. Academic probation may be instituted at the discretion of the faculty, and the student will be given specific guidelines in writing as to what necessary steps may be taken to remove the academic probation status.

Drops

All courses in the PA curriculum are required and are offered once a year in the designated sequence. Dropping a didactic year course will normally require withdrawal from the program. Any remediation and consideration of a reapplication request is at the discretion of the faculty.

Withdrawal

Any student wishing to withdraw from the program must state this in writing both to the program and to the Office of the University Registrar and follow all University procedures for withdrawal.

GRADUATION REQUIREMENTS

The entire University of Florida Physician Assistant Program Curriculum must be completed successfully.

Promotion into the clinical phase of the program as well as graduation from the program requires the recommendation of the PA Program Professional Standards and Promotions Committee. This recommendation is based on satisfactory academic performance as demonstrated by the successful completion of all courses, as well as the demonstration of the personal and professional maturity necessary to assume the professional role of a physician assistant. Failure of the student to receive an acceptable recommendation will be grounds for remediation or dismissal from the program at the discretion of the faculty.

Students must complete any end-of program examination successfully.

PHYSICIAN ASSISTANT CURRICULUM DIDACTIC YEAR

Semester 1 (Summer B)

Gross and Radiographic Anatomy (PAS 5022C)

Medical Communications for PAs (PAS 5003C)

Semester 2 (Fall)

Introduction to Medicine I for PAs (PAS 5010)

Behavioral and Community Medicine I for PAs (PAS 5005)

Human Physiology for PAs (PAS 5025)

Physical Diagnosis for PAs (PAS 5000C)

Semester 3 (Spring)

Introduction to Medicine II for PAs (PAS 5020)

Behavioral and Community Medicine II for PAs (PAS 5009)

Pharmacotherapeutics for PAs (PAS 5026)

Patient Evaluation and Hospital Practicum for PAs (PAS 5001C)

Clinical Problem Solving/Differential Diagnosis for PAs (PAS 5004)

Clinical Procedures for PAs (PAS 5007C)

Electrocardiographic Interpretation and Life Support Techniques for PAs (PAS 5027C)

Semester 4 (Summer A)

Research Design and Biostatistics for Physician Assistants (PAS 5012)

Clinical Epidemiology for Physician Assistants (PAS 5021)

Advanced Clinical Practicum for Physician Assistants (PAS 5008C)

CLINICAL YEAR

Semester 5 (Summer B)

Clinical Rotations (2)

Special Topics (PAS 5930)

Semester 6 (Fall)

Clinical Rotations (4)

Special Topics (PAS 5930)

Semester 7 (Spring)

Clinical Rotations (4)

Special Topics (PAS 5930)

Semester 8 (Summer A)

Clinical Rotations (2)

Special Topics (PAS 5930)

A total of 40 credits for the Didactic Year and 40 credits for the Clinical Year are required for graduation.

COURSE DESCRIPTIONS

PAS 5000C Physical Diagnosis for the Physician Assistant . F.

2 credits. A course with extensive clinical exposure to techniques used in the proper performance and recording of the physical examination of patients.

PAS 5001C Patient Evaluation and Hospital Practicum for the Physician Assistant. S.

2 credits; Prereq: PAS 5000C. Utilizing the hospital setting, the student will obtain experience in performing and recording patient histories and physical examinations and presenting clinical data.

PAS 5003C Medical Communications for the Physician Assistant. SS.

2 credits. Communication skills in medical history-taking; complete medical history; problem-oriented medical record.

PAS 5004 Clinical Problem Solving/Differential Diagnosis for the Physician Assistant. S.

1 credit. An introduction to critical thinking in the development of the medical diagnosis and treatment plan.

PAS 5005 Behavioral and Community Medicine I for the Physician Assistant. F.

1 credit. A biopsychosocial systems approach to the individual, the family, and the community within the health-care delivery system; a study of the American health-care system emphasizing the role of the PA on the health-care team; patient education/preventative medicine/community health; medicolegal ethics.

PAS 5007C Clinical Procedures for the Physician Assistant. S.

1 credit; S/U. Skills needed to perform diagnostic and therapeutic procedures; indications and contraindications; lectures and laboratory experiences utilizing models and other training aids.

PAS 5008C Advanced Clinical Practicum for the Physician Assistant. SS.

2 credits. This clinical experience will build on the student's initial hospital practicum experience by refining evaluative, integrative and differential diagnosis skills in a clinical setting. In addition, students will present case histories from an epidemiologic standpoint and suggest appropriate problem solving methods referenced by medical literature citations.

PAS 5009 Behavioral and Community Medicine II for the Physician Assistant. S.

1 credit. The second course in the PAS 5005, 5009 sequence. A continuation of the study of the biopsychosocial model of health care.

PAS 5010 Introduction to Medicine I for the Physician Assistant. F.

6 credits. The first course in the sequence PA 5010, 5020. Signs, symptoms and pathophysiology of common diseases affecting pediatric, adult and geriatric patients; diagnosis, therapeutic intervention and follow-up; patient education/preventive medicine.

PAS 5012 Research Design and Biostatistics for the Physician Assistant. SS.

2 credits. This course introduces the student to the quantitative and qualitative foundation of research methodology and analysis of data in the clinical setting. Emphasis will be on data collection and the selection of the appropriate statistical tests in applied research. In addition to the lecture, students will participate in small groups for hands-on experience.

PAS 5020 Introduction to Medicine II for the Physician Assistant. S.

6 credits; Prereq: PAS 5010. The second course in the sequence PAS 5010, 5020. Signs, symptoms and pathophysiology of common diseases of all ages.

PAS 5021 Clinical Epidemiology for the Physician Assistant. SS.

1 credit. Introduces the student to the basic concepts of epidemiology including the causes and occurrences of disease, lifestyle and environmental risk factors, and the frequency and distribution of disease in communities. The focus will be on application of these principles in a clinical setting.

PAS 5022CL Gross and Radiographic Anatomy. SS

3 credits. An intensive study of human anatomy; systemic and regional approaches; human dissection; the establishment of sound anatomical principles that underlie clinical sciences, combined with a systematic approach to radiographic interpretation.

PAS 5023 Pharmacotherapeutics I for the Physician Assistant. F.

2 credits. The first course in the sequence PAS 5023, 5026. Pharmacology, including the action and function of classes of drugs; use of specific drugs; contraindications and incompatibilities; side effects and their treatment; dosages and calculations.

PAS 5024 Pathogenic Microbiology for the Physician Assistant.

1 credit. A study of normal body flora and pathogenic microorganisms; microbial physiology associated with pathogenicity of bacteria, viruses, fungi and common parasites; host responses to invasion of these organisms; diagnostic tests used for identification of pathogens; antimicrobial agents and fundamentals of immunology.

PAS 5025 Human Physiology for the Physician Assistant. F.

4 credits. Physiological function of the major organ systems of the human body. Open to students of the College of Medicine, Physician Assistant Program and to a limited number of other students by permission of the instructor.

PAS 5026 Pharmacotherapeutics for the Physician Assistant. S.

4 credits. Pharmacology, including action and function of classes of drugs; use of specific drugs; contraindications and incompatibilities; drug interactions; side effects and their treatment; dosages and calculations.

PAS 5027C Electrocardiographic Interpretation and Life Support Techniques for the Physician Assistant. S.

1 credit. A study of the principles and practical applications of electrocardiography for the physician assistant; practice in Basic and Advanced Cardiac Life Support measures for life-threatening emergencies.

PAS 5028 Pathophysiological Basis of Disease I for the Physician Assistant. SS.

2 credits. First course in the sequence PAS 5028, 5029. An introduction to the underlying pathologic basis for specific disease processes.

PAS 5029 Pathophysiological Basis of Disease II for the Physician Assistant. F.

2 credits; Prereq: PAS 5028. A continuation of PAS 5028. Focus is on cell dynamics and immunity.

PAS 5100L Internal Medicine I. F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* A clinical rotation in which the student learns basic medical knowledge. The student is exposed to the common medical problems encountered on the inpatient medical service. The emphasis is on the history and physical examination as well as the processes required in the proper work-up and management of a patient. Opportunity is also available for the student to perform the usual ward therapeutic procedures.

PAS 5101L Internal Medicine II. F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* Continuation of PAS 5100L.

PAS 5102L Internal Medicine III. F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* Continuation of PAS 5100L.

PAS 5105L Rehabilitative Medicine. F,S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* The student spends time in an institution that deals primarily with the rehabilitation of the spinal cord or stroke patients. The student will spend time with the physical therapy department, learning the various techniques utilized on the disabled patient. The student is involved in the entire management and discharge planning of the patient requiring some type of continual care. Exposure is also given to the various community services and agencies available to the patient in the rehabilitative centers.

PAS 5110L Hematology/Oncology. F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* During this clinical rotation, the student performs a peripheral blood differential of white cells. The student further learns the principles of blood transfusions and the steps in management of untoward reactions to whole blood therapy. The student is introduced to procedures such as bone marrow aspiration and bone marrow biopsies. The student further demonstrates the ability to correlate the history and physical examination with the common hematologic problems normally seen on the hematology service. Hematologic and oncologic management is included.

PAS 5120L Neurology F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* This clinical rotation introduces the student to the common inpatient and outpatient neurologic disorders. Emphasis is on the complete neurologic history and physical examination and the techniques used on the service. The student is further introduced to the diagnostic and therapeutic procedures unique to neurologic service.

PAS 5125L Psychiatry. F,S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* During this clinical rotation, the student is introduced to patients admitted to the psychiatry service. The student participates in daily rounds and learns the proper use of various medications for various psychiatric disorders. Group therapy sessions are a major part of the student's learning experience.

PAS 5150L Nephrology. F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* The student takes histories and performs physical examinations on patients with common renal problems. The student is introduced to hemodialysis procedures including peritoneal dialysis.

PAS 5160L Gastroenterology. F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* This clinical rotation deals primarily with the diagnosis, pathophysiology and essentials of therapy for various gastroenterologic problems. The student learns to perform nasogastric intubation and to interpret gastric analysis. Instruction in secretion testing, small bowel biopsies, and proctosigmoidoscopies is provided. The student is further instructed in the correlation of the results of the various diagnostic procedures with the clinical course of the patient.

PAS 5170L Rheumatology. F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* A clinical rotation providing an in-depth exposure to rheumatologic disease. Students learn therapeutic techniques specifically related to the rheumatologic patient. Emphasis is placed on the history and physical examination in a consulting service.

PAS 5180L Pulmonology. F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* A clinical rotation exposing students to the common problems of the pulmonary patient. The student develops skills in the performance of histories and physical examinations with emphasis on the respiratory system. The student will gain specific knowledge in procedures such as pulmonary function testing, inhalation therapy, arterial punctures, and the interpretation of chest roentgerograms. The student develops an understanding of basic pulmonary diseases, their diagnosis, treatment and complications.

PAS 5182L Cardiology. F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* The cardiology rotation is designed to introduce the student to the basic cardiac abnormalities. The student is introduced to the EKG and the interpretation of both normal and abnormal tracings. The student also is exposed to the coronary care unit and its functions. The methods of performing necessary diagnostic procedures for the evaluation of disorders of the cardiovascular system are also studied.

PAS 5184L Infectious Disease. F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* A clinical rotation surveying the findings and effects of numerous pathogenic bacteria and fungi as they relate to infectious disease processes. The student is actively involved in an inservice rotation, primarily a consulting service. The student is required to perform a complete history and physical examination on the patient and is further required to correlate laboratory findings with the clinical manifestations of the infectious disease. The student is further introduced to the manifestations of the illnesses and the rationale for therapy.

PAS 5185L Gerontology. F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* Rotation in which the student becomes familiar with the common physical and psychological problems encountered by the geriatric patient. Increased exposure to common medical problems will be presented to include cardiac and respiratory insufficiencies, urinary tract infections, strokes, diabetes mellitus and other diseases common to the elderly. In addition, the student will learn skills in case presentations and clinical research, as well as methodologies for approaching the rehabilitation of the aged in a team approach.

PAS 5190L Dermatology. F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* The student will gain understanding of common dermatological diseases; their pathophysiology, diagnosis, management and complications. The student will develop skills in performing common dermatological diagnostic studies, including KOH slides, and skin biopsies.

PAS 5200L General Surgery. F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* A clinical rotation exposing the student to a variety of clinical problems routinely seen on the surgical services. Emphasis is placed on pre-operative and post-operative management of the patient. Aseptic technique and operating room principles are emphasized. Management of the surgical patient, both in the operating room and on the ward, are basic to this rotation.

PAS 5210L Cardiovascular Surgery. F, S, SS.

2 to 5 credits; *May be repeated with change of topic up to a maximum of 9 credits with departmental approval.* The student will obtain clinical instruction and practical experience in assessing and managing patients undergoing cardiovascular surgical procedures. Pre-operative, post-operative and intraoperative experiences will be included.

PAS 5220L Plastic Surgery. F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* A clinical rotation in which the student is instructed in basic wound care. Also emphasized is surgical repair and management of the simple laceration. Some operating room exposure is available for the more extensive care and repair of wounds. Exposure to burn treatment is also provided.

PAS 5240L Orthopaedic Surgery. F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* A clinical rotation providing exposure to the emergency room orthopaedic

patient as well as pre-operative and post-operative care of the surgical patient. In-hospital management as well as outpatient management of the orthopaedic patient is emphasized.

PAS 5260L Neurosurgery. F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* During this clinical rotation, the student is taught an understanding of the problems unique to the diagnosis, treatment and management of the neurosurgical patient. The student gains experience in the operating room and further gains in working knowledge of the diagnostic techniques utilized.

PAS 5270L Urology. F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* The urologic rotation deals with both inpatient and outpatient care. Emphasis is placed on the indications as well as side effects of the various diagnostic and therapeutic procedures unique to the urologic service. The student is also provided exposure to the pre- and post-operative care of the urologic patient.

PAS 5280L Otorhinolaryngology. F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* The student is introduced to the otorhinolaryngology clinic and the kinds of patients most commonly seen in that clinic. Emphasis is placed on the common ear, nose and throat problems. The student receives careful instructions in the proper use of the appropriate instruments.

PAS 5300L Pediatrics I. F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* This general pediatric rotation is designed to introduce the student to the childhood illnesses and normal variations of growth and development. The student is encouraged to seek out third-party histories and perform pediatric physical examinations. The student is further introduced to the newborn nursery as well as pediatric outpatient clinics and emergency rooms.

PAS 5301L Pediatrics II. F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* Continuation of PAS 5300.

PAS 5302L Pediatrics III. F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* Continuation of PAS 5300.

PAS 5305L Pediatrics, Genetics and Metabolism. F, S, SS.

2 to 5 credits; *May repeated with change of topic with departmental approval.* During this clinical rotation, the student is exposed to pediatric patients with either genetic or metabolic disorders. The student is required to complete PAS 5300, General Pediatrics, prior to this rotation. The student gains expertise in following the genetic lines of a pediatric patient. The student also is exposed to the common metabolic problems seen most often on the service.

PAS 5400L Family Practice I. F, S, SS.

2 to 5 credits; *May be repeated with change of topic up to a maximum of 9 credits with departmental approval.* This clinical rotation is designed to introduce the student to the family practice setting and the interpersonal relationships developed in that setting. The student is exposed to the family practice type patient and other members of the family unit. The student is exposed to the common diseases treated by the primary-care practitioner and further exposed to other members of the health-care team.

PAS 5401L Family Practice II. F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* Continuation of PAS 5400L.

PAS 5402L Family Practice III. F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* Continuation of PAS 5400L.

PAS 5404L Student Health. F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* This clinical rotation is provided to the student who desires additional expo-

sure to a clinical setting. The student will perform history and physical examinations and will have a further opportunity to be exposed to the illnesses and injuries common to university students.

PAS 5405L Public Health. F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* The student will rotate in a public health department where he/she will be exposed to and participate in a wide variety of common public health problems. The student will learn how a public health department works and what services are generally available. The PA student will participate in nutrition counseling, family planning, environmental health studies, S.T.D. screening and reporting of communicable diseases. The emphasis of this rotation will be to expose the student to the practice of medicine in a public health department.

PAS 5420L Preceptorship. F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* A clinical rotation primarily in a community-based private practitioner's office. It is designed to introduce the student to the community setting. The student will make rounds with the physician and assist in his or her office practice. Preferably, this preceptorship would be in a rural setting with a physician who is seeking to employ a physician assistant.

PAS 5500L Obstetrics and Gynecology. F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* This clinical rotation is designed to introduce the student to the obstetrical service and the management of pregnancy, labor and delivery. It is further designed to introduce the student to pre- and post-natal complications. The rotation is also designed to introduce the student to the common gynecological problems and management of common female abnormalities.

PAS 5600L Emergency Medicine I. F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* The students are introduced to the busy emergency rooms of the major medical centers. They are exposed to the acutely ill and traumatized patients. The students learn to perform appropriate history and physical examinations on the acutely ill patient. Emphasis is placed on management and support measures in situations which are life-threatening.

PAS 5601L Emergency Medicine II. F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* Continuation of PAS 5600.

PAS 5700L Intensive Care Medicine. F, S. SS.

3 to 5 credits; *May be repeated with change of topic up to a maximum of 9 credits with departmental approval.* This clinical rotation introduces the student to principles and practices of providing medical care in the intensive care setting. Emphasis is provided in developing skills in differential diagnosis, specialized management and advanced clinical procedures.

PAS 5905 Directed Readings/Independent Study

1 to 4 credits; Prereq: Permission of program. *May be repeated with a change of content up to a maximum of 8 credits.* This course will provide individualized study in various topics involved in physician assistant education. The course content will be developed on an individual basis and will be monitored by a member of the physician assistant faculty.

PAS 5910 Directed Independent Research

1 to 4 credits; Prereq: Permission of program. *May be repeated with change of content up to a maximum of 8 credits.* Students will develop with a physician assistant faculty member appropriate topics for independent research. The research will be monitored and evaluated by the physician assistant faculty member.

PAS 5930L Special Topics/Seminars.

1 to 4 credits; Prereq: Permission of program. *May be repeated with a change of content up to a maximum of 12 credits.* This course will be used to explore special topics using a seminar format for physician assistant education.

PAS 5940L Internship/Practicums/Clinical. F, S, SS.

2 to 5 credits; *May be repeated with change of topic with departmental approval.* Practical application in a clinical setting of knowledge acquired in a classroom.

ANATOMY & CELL BIOLOGY

* ARIS,JOHN P, PHD, (Stanford University)
  AST PROFESSOR
* BENNETT, GUDRUN S, PHD, (Rockefeller University)
  RESEARCH PROF
* DUNN JR, WILLIAM A, PHD, (Penn State University)
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  PROFESSOR
* HOLLINGER, THOMAS G, PHD, (Purdue University)
  ASO PROFESSOR
* LARKIN,LYNN H, PHD, (Univ of Colorado)
  PROFESSOR EMERITUS
* LINSER,PAUL J, PHD, (University of Cincinnati)
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* RAREY,KYLE E, PHD, (Indiana University)
  PROF & PRG DIR
* ROMRELL,LYNN J, PHD, (Utah State University)
  PROF & ASO DN
* ROSS,MICHAEL H, PHD, (New York University)
  PROFESSOR
* SELMAN,KAY E, PHD, (Harvard University)
  ASO PROFESSOR
* SUGRUE, STEPHEN P, PHD, (Univ of Cincinnati)
  ASO PROF & CHR
* WALLACE, ROBIN A, PHD, (Columbia Univ)
  PROFESSOR EMERITUS
* WEST, CHRISTOPHER M, PHD, (California Inst of Tech)
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BENNETT,NEIL T, MD, (University of Miami)
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BERGER,JERRY J, MD, (Duke University)
ASO PROFESSOR
BERMAN,LAWRENCE S, MD, (Jefferson Medical College)
ASO PROFESSOR
BJORAKER, DAVID G, MD, (University of Minnesota)
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BLACK, SUSAN, MD, (University of Alabama)
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AST PROFESSOR
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CUCCHIARA, ROY F, MD, (Louisiana State University)
PROFESSOR
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DE PADUA, CONSTANTE B, MD, (University of Philippines)
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DE SOTO, HERNANDO, MD, (Univ Nacional Pedro Hurena)
CLASOPF&AASO CHR/UFHSCJ
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PROFESSOR

* Members of the Graduate Faculty

FREEZE
LIVE

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ASO PROF&ASO CHR
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MODELL,JEROME H, MD, (University of Minnesota)
ASO VP & PROF
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BIOCHEMISTRY AND MOLECULAR BIOLOGY

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* COHEN, ROBERT J, PHD, (Yale University)
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COMMUNITY HEALTH AND FAMILY MEDICINE

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BURG,MARY ANN, PHD, (University of Florida)
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CORPUS,LORENZO M, MD, (Univ of Santo Tomas - Philippines)
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PROF & CHR
DAY, CHARLES M, MD, (University of Miami)
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CLIN AST PROF/UFHSCJ
FELLER, DAVID B, MD, (University of Florida)
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FUNDERBURK,MARCIA WAYNE, MD, (University of Iowa)
CLN ASO PRF&PRDIR/UFHSCJ
GARG, HARDESH KUMAR, MD, (M.a.m. Medical College - India)
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CLIN AST PROF
GRAHAM,MARION C, MS, (Pace University - New York)
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GRAUER,KENNETH A, MD, (Suny-Upstate)
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ASO PROFESSOR
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CLIN INSTRUCTOR/UFHSCJ
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ROOKS,LARRY G, MD, (University of Florida)
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SAMRAJ, GEORGE P, MD(MBBS), (Madras Medical College - India)
AST PROFESSOR
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CLIN AST PROF
SOLOMON JR, WILLIAM CURTIS, MD, (University of South Alabama)
CLIN AST PROF/UFHSCJ
STEWART, ERIC BLANE, MD, (University of Iowa)
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WRIGHT, ANNA M, MD, (University of Mississippi)
CLASTPR&ASO PRDR/UFHSCJ
WRIGHT, BEVERLY VIDAURRETA, PHD, (Southern Illinois Univ)
CL AST PF&AST DN

COMMUNITY HEALTH & FAMILY MEDICINE - NORTH BROWARD HOSPITAL DISTRICT

HAMAWY, DORIS A, MD, (University of Miami)
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SILVA, BRIDGET MARIE, MD, (University of Florida)
CLASTPRF&APRGDR

COMMUNITY HEALTH & FAMILY MEDICINE - STUDENT HEALTH CARE CENTER

BERRY, RONALD L, MD, (University of South Florida)
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COLLANTE, ERLINDA Y, MD, (Far Eastern Univ - Philippines)
CLIN AST PROF
EDDLETON, CYNTHIA L, MD, (University of Florida)
CLIN AST PROF
GROOMS, ANN M, MD, (University of Tennessee)
CLIN AST PROF
HUEY,MICHAEL J, MD, (UCLA)
CLN ASO PROF&DIR
JENNETT, GARY L, MD, (University of Iowa)
CLIN AST PROF
MAUN, ALICIA R, MD, (Far Eastern Univ - Philippines)
CLIN AST PROF
NICOLETTE, GUY W, MD, (Univ Texas-San Antonio)
CLIN AST PROF

EMERGENCY MEDICINE

BIRENBAUM, DALE S, MD, (Jefferson Medical College)
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BOZEMAN, WILLIAM PYLE, MD, (Medical Univ of South Carolina)
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DAVIS, GEORGE M, MD, (Univ of Texas - Houston)
CLIN INSTRUCTOR/UFHSCJ
GODWIN, STEVEN A, MD, (Medical Univ of South Carolina)
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GRAY-EUROM,KELLY, MD, (University of Vermont)
CLIN AST PROF/UFHSCJ
HARWOOD-NUSS, ANN L, MD, (University of Iowa)
PROF & AST DN/UFHSCJ
IDRIS, AHAMED H, MD, (Rush Medical College)
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JOSEPH,MADELINE MATAR, MD, (Tychreen Univ - Syria)
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CLIN AST PROF
LUETKE, CHARLES W, MD, (University of Wisconsin)
CLIN AST PROF
LUSKO,MICHAEL WALTER, DO, (Kansas City Col of Osteopathic Med)
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CLIN AST PROF/UFHSCJ
PERRY, SHAWNA J, MD, (Case Western Reserve University)
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PETERS, CARL W, MD, (University of Florida)
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RIOS JR,LUIS ERNESTO, MD, (University Med/Dent-New Jersey Med Sch)
CLIN AST PROF/UFHSCJ
ROHLWING, HARVEY G JR, MD, (University of Florida)
CLIN AST PROF
ROSS, DAVID SCOTT, MD, (University of Florida)
CLIN ASO PROF/UFHSCJ
SEABERG, DAVID C, MD, (University of Minnesota)
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STAIR, RICHARD W, MD, (Univ of Maryland)
AST PROFESSOR
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ASO PROFESSOR/UFHSCJ
VUKICH, DAVID J, MD, (University of Colorado)
ASO PRO & INT CHAIR/UFHSCJ
WEARS, ROBERT L, MD, (Johns Hopkins University)
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HEALTH POLICY AND EPIDEMIOLOGY

CLARKE,LESLIE L, PHD, (University of Florida)
RSRH AST PROF
CUDDEBACK,JOHN K, MD,PHD, (Indiana University)
RSRH ASO PROF
FLOCKS,JOAN D, JD, (University of Florida)
RSRH AST PROF
* MILLER,MICHAEL K, PHD, (Penn State University)
PROF & CHR
MULDOON, SUSAN B, PHD, (University of Pittsburgh)
RSRH AST PROF
POLLOCK, BRADLEY H, PHD, (UCLA)
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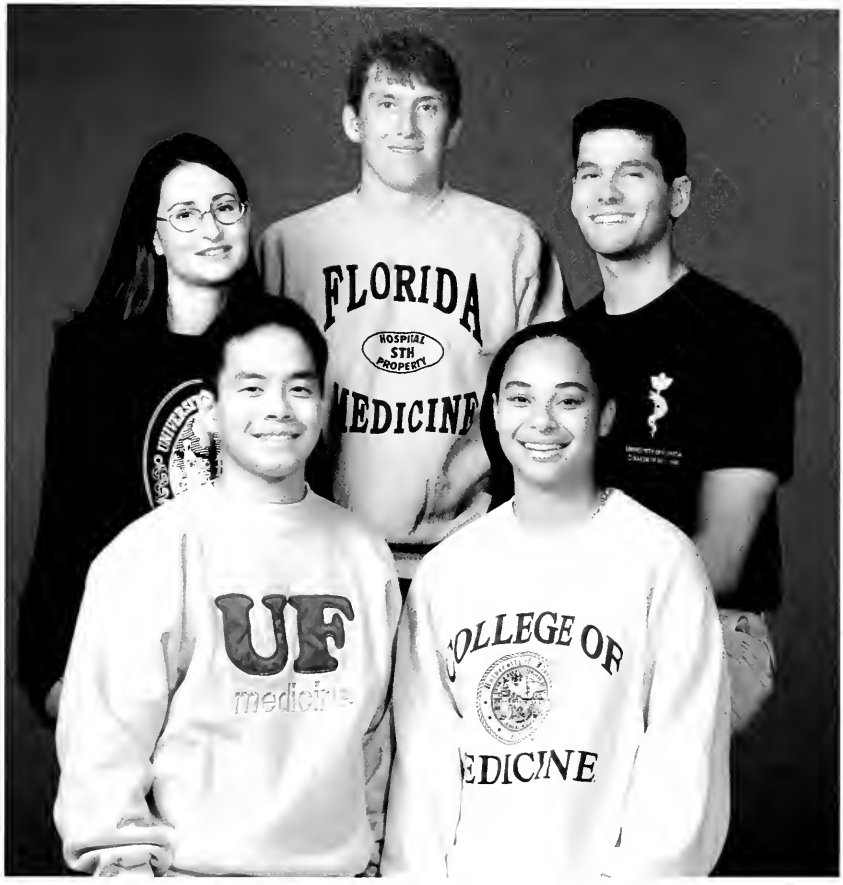

MEDICINE

Allergy, Rheumatology and Clinical Immunology

* BUBB,MICHAEL R, MD, (John Hopkins University)
AST PROFESSOR
CHRISTIAN, CHARLES L, MD, (Case Western Reserve University)
VIS PROFESSOR/UFHSCJ
EDWARDS,N L, MD, (University of Miami)
PROF & AC CHIEF
HAHN,PAULETTE C, MD, (East Carolina University)
CLIN AST PROF
* SCHIFFENBAUER,JOEL, MD, (Albert Einstein College)
ASO PROFESSOR
* SOBEL, ERIC S, MD,PHD, (Case Western Reserve University)
ASO PROFESSOR
STAUD, ROLAND, MD, (Freie Universitat - Berlin)
ASO PROFESSOR

Cardiology

ARANDA-AMADOR,JUAN M, MD, (Univ of Puerto Rico)
AST PROFESSOR
BASS, THEODORE ADAM, MD, (Brown University)
ACTASOCHR&PRF/UFHSCJ
BUTLER,MICHAEL HENRY, MD, (Wayne State University)
CLIN AST PROF/UFHSCJ
CHOW,LEON C, MD, (Brown University)
CLIN AST PROF/UFHSCJ

CONETTA, DONALD ANTHONY, MD, (Duke University)
ASO PROF& PRDIR/UFHSCJ
CONTI, C R, MD, (John Hopkins University)
EMINENT SCHOLAR
CONTI,JAMIE B, MD, (University of Florida)
AST PROFESSOR
COOPER, GARY R, MD, (Tulane University)
CLIN ASO PROF
CREVASSE,LAMAR E, MD, (Duke University)
PROFESSOR
CURTIS, ANNE B, MD, (Columbia University)
PROFESSOR
* GEISER, EDWARD A, MD, (University of Cincinnati)
PROF & ASO DIR
GILMORE,PAUL STEPHEN, MD, (Creighton University)
ASO PROFESSOR/UFHSCJ
GOLDMAN, DANIEL S, MD, (University of Mississippi)
ASO PROFESSOR/UFHSCJ
GONZALEZ,MARIO D, MD, (National Univ of Rosario-Argentina)
ASO PROFESSOR
HANDBERG-THURMOND, EILEEN M, PHD, (University of Florida)
AST PROFESSOR
HILL,JAMES A, MD, (University of Maryland)
PROFESSOR
KERENSKY, RICHARD A, MD, (University of Florida)
ASO PROFESSOR
LEWIS,JANNET F, MD, (Louisiana State University)
ASO PROFESSOR
* LIMACHER,MARIAN, MD, (St Louis University)
PROFESSOR
LIN,LANG, MD(MBBS), (Shanghai Medical Univ - China)
INSTRUCTOR
MARTIN,LILLA GAYLE, MD, (University of Mississippi)
CLIN ASO PROF/UFHSCJ
* MEHTA,JAWAHAR L, MD,PHD, (Panjab Univ - India)
PROFESSOR
MILLER, ALAN B, MD, (University of Pittsburgh)
PROFESSOR/UFHSCJ
* NICHOLS, WILMER W, PHD, (University of Alabama)
ASO PROFESSOR
OKEN,KEITH ROBINSON, MD, (University of Virginia)
AST PROFESSOR/UFHSCJ
PAULY, DANIEL F, MD,PHD, (University of Alabama)
AST PROFESSOR
* PEPINE, CARL J, MD, (New Jersey Medical School)
PROFESSOR
PERCY, ROBERT, MD, (University of Mississippi)
ASO PROFESSOR/UFHSCJ
SCHOFIELD, RICHARD S, MD, (University of Florida)
AST PROFESSOR
SHRYOCK III,JOHN C, PHD, (Thomas Jefferson Univ)
ASO SCIENTIST
SMITH, KAREN M, MD, (Bowman Gray)
AST PROFESSOR
SONG, YEJIA, MD, (Shanghai 2nd Med Coll -China)
AST SCIENTIST
ZENNI II, MARTIN M, MD, (University of Chicago)
AST PROFESSOR/UFHSCJ

Computer Sciences

* ARIET, MARIO, PHD, (University of Florida)
PROF & CHIEF

Critical Care

KOCH, KATHERINE A, MD, (Johns Hopkins University)
ASO PRO & CHIEF/UFHSCJ

Dermatology

FLOWERS, FRANKLIN P, MD, (University of Florida)
PROF & CHIEF
NOTRICA, MARC ALAN, MD, (East Carolina University)
CLIN AST PROF/UFHSCJ
RAMOS CARO, FRANCISCO A, MD, (Univ of Puerto Rico)
ASO PROFESSOR
SKIDMORE, ROBERT A JR, MD, (University of Florida)
AST PROFESSOR

Endocrinology and Metabolism

BAUER,JULIE A, MD, (Tufts University)
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* GRANT,MARIA A, MD, (University of Florida)
ASO PRO & CHIEF
HENDERSON, GEORGE N, PHD, (Indian Inst of Tech - India)
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ASO PROFESSOR
* STACPOOLE,PETER W, MD,PHD, (Vanderbilt University)
PROF & PRG DIR
TARNUZZER, ROY W, PHD, (University of Florida)
RSRH AST PROF
VESELY,JOSEF JAMES KARL, MD, (Univ of Bologna - Italy)
AST PROFESSOR

Gastroenterology, Hepatology and Nutrition

ABDELMALEK,MANAL F, MD, (University of Missouri)
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AMANN, STEPHEN T, MD, (Creighton Univ)
AST PROFESSOR
BASS JR, ROBERT TERRELL, MD, (Medical College of Georgia)
CLIN AST PROF/UFHSCJ
BHUTANI,MANOOP, MD, (Wright State University)
ASO PROFESSOR
* CAMPBELL-THOMPSON, MARTHA, PHD, DVM, (University of Florida)
RSRH AST PROF
* CERDA,JAMES J, MD, (University of Maryland)
PROFESSOR
DAVIS, GARY L, MD, (University of Minnesota)
PROF & PRG DIR
FORSMARK, CHRISTOPHER E, MD, (Johns Hopkins University)
ASO PRO &AC CHF
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ADJ PROFESSOR/UFHSCJ
LAMBIASE,LOUIS ROBERT, MD, (University of Miami)
ASO PRO & CHIEF/UFHSCJ

MCGUIGAN,JAMES E, MD, (St Louis University)
PROFESSOR
MISHRA, GIRISH, MD, (University of Missouri)
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NELSON, DAVID R, MD, (Suny-Syracuse)
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* SNINSKY, CHARLES A, MD, (Temple University)
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VALENTINE,JOHN F, MD, (Univ of Texas - Houston)
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Hematology/Oncology

AGALIOTIS, DIMITRIOS P, MD, (Univ of Athens - Greece)
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GUTHRIE, TROY HANCIL, MD, (Medical College of Georgia)
PROF & CHIEF/UFHSCJ
KITCHENS, CRAIG, MD, (University of Florida)
PROF & CHIEF
* LOTTENBERG, RICHARD, MD, (University of Florida)
PROF & CHIEF
LYNCH JR,JAMES W, MD, (Eastern Virginia Medical Sch)
ASO PROFESSOR
MAINWARING,MARK, MD,PHD, (Wayne State University)
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Infectious Diseases

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NGUYEN,MING-HONG, MD, (Temple University)
AST PROFESSOR
* RAMPHAL, REUBEN, MD, (Mcgill Univ-Canada)
PROFESSOR
SANDS,MICHAEL, MD, (Georgetown University)
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* SOUTHWICK, FREDERICK S, MD, (Columbia University)
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TENNENBERG, ALAN MYER, MD, (University of Pennsylvania)
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Internal Medicine

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CAMPBELL, ALICIA D, MD, (Northeastern Ohio University)
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ASO PROFESSOR
EDWARDS,LINDA ROBERTSON, MD, (East Carolina University)
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FOSTER,MALCOLM T, MD, (Bowman Gray)
PROFESSOR/UFHSCJ
GOEL, ARCHANA, MD, (Gsvm Medical College - India)
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GRECO, SUSAN NEIMS, MD, (Johns Hopkins University)
CLIN AST PROF/UFHSCJ
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CLIN AST PROF
HOFFMANN-KESTLER, SUSAN LEE, MD, (Eastern Virginia Medical Sch)
CLIN AST PROF/UFHSCJ
HUBER,KATHERINE N, MD, (Michigan State Univ)
CLIN AST PROF
JABLONSKI, CHRISTINE TAWA, MD, (University of Florida)
CLIN AST PROF
JOHNSON-BENNETT,LINDA PENELOPE, MD, (Meharry Medical College)
CLIN AST PROF/UFHSCJ
KAYE,KIMBERLY ANN, MD, (University of Florida)
CLIN AST PROF
KING, SHERRY A, MD, (East Tennessee State University)
CLIN AST PROF/UFHSCJ
* LOWENTHAL, DAVID T, MD,PHD, (Temple University)
PROF & PRG DIR
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MEULEMAN,JOHN R, MD, (Washington University - St Louis)
ASO PROF&ASO CHR
PALACIO, CARLOS, MD, (University of Miami)
AST PROFESSOR/UFHSCJ
PAULY, REBECCA R, MD, (University of Alabama)
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SMITH,JAMES M, MD, (University of Florida)
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VEGA, AIDA C, MD, (Boston University)
ASO PROFESSOR
WEEKS III, THOMAS LOUIS, MD, (Medical Univ of South Carolina)
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WILSON,MAX W, MD, (University of Rochester)
CLIN AST PROF

Internal Medicine - Melborne

LAMBERT JR, CHARLES R, MD,PHD, (University of Florida)
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Nephrology

ABRAHAM,KOSHY O, MD, (University of Texas - Houston)
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ARORA,NEERU, MD(MBBS), (All India Inst of Med Science - India)
CLIN ASO PROF/UFHSCJ
* CADE,JAMES R, MD, (University of Texas - SW)
PROFESSOR
GADALLAH,MERRIT FAWZI-FAHJM, MBBS, (Univ of Garyounis-Libya)
ASO PRO & CHIEF/UFHSCJ
GLUCK, STEPHEN L, MD, (UCLA)
PROF & CHIEF
HOLLIDAY,LEXIE S, PHD, (Florida State University)
RSRH AST PROF
* MADSEN,KIRSTEN M, MD, (Aarhus -Denmark)
ASO PROFESSOR
MARS, RONALD L, MD, (St Louis University)
ASO PROFESSOR/UFHSCJ
* MILLER, R TYLER, MD, (Case Western Reserve University)
ASO PROFESSOR
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VIS AST SCNTIST
RAMDEEN, GARFIELD DONOVAN, MBBS, (China Medical University)
AST PROFESSOR/UFHSCJ
* REED,JILL V, DVM, (Louisiana State University)
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ASO PROF&ASO CHR
SCHWALBE, RUTH ANN, PHD, (University of Minnesota)
AST SCIENTIST
SILKENSEN,JOHN R, MD, (University of Arkansas)
AST PROFESSOR
* TISHER, CHARLES C, MD, (Washington University)
EM SCH & SR ASO DN
WEINER,I DAVID, MD, (Vanderbilt University)
ASO PROFESSOR
* WINGO, CHARLES S, MD, (Louisiana State University)
PROFESSOR
XIA, SHEN-LING, PHD, (Canada-U Toronto Med)
AST SCIENTIST

Physician Assistant Program

BOTTOM, WAYNE D, MPH, (University of Alabama)
ASO PROF & PRDIR
BREITINGER,PETAR A, MPAS, (University of Nebraska)
CLIN AST PROF
CURREY, CHARLES J, MHA, (Chicago Medical School)
AST PROFESSOR
EVANS, HARVEY A, MS, (Trinity Univ)
CLASTPR & ASOPRDR
LEE,NANCY, MMSc, (Emory University)
CLIN AST PROF
MULTAK,NINA L, MPAS, (University of Nebraska)
CLIN AST PROF
PHILPOT, ROBERT J JR, MPAS, (Emory University)
CLIN AST PROF

Pulmonary Medicine

BAZ,MAHER A, MD, (American Univ - Lebanan)
AST PROFESSOR
BLOCK, EDWARD R, MD, (Johns Hopkins University)
PROFESSOR
BRANTLY,MARK L, MD, (University of Florida)
PROFESSOR
CICALE,MICHAEL J, MD, (Georgetown University)
ASO PROF& PRDIR
FOSTER, RUNI AREPALLY, MD, (Medical College of Georgia)
CLIN AST PROF

* GONZALEZ-ROTHI, RICARDO J, MD, (New York University)
PROFESSOR
HARMAN, ELOISE M, MD, (Johns Hopkins University)
PROF & CHIEF
* HARRIS,JAMES O, MD, (University of Mississippi)
PROF & ASO DN
JARIKOV, SERGUEI I, MD,PHD, (Moscow Medical Inst)
AST SCIENTIST
PATEL,J M, PHD, (Marathawanda Univ - India)
RESEARCH PROF
RYERSON, EUGENE G, MD, (New Jersey Medical School)
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ZHANG,JIANLIANG, PHD, (Uk-U Nottingham Med Sch)
RSRH AST PROF

Pulmonary/Critical Care

CURY,JAMES DAVIS, MD, (University of Miami)
ASO PROFESSOR/UFHSCJ
LAOS,LUIS FERNANDO, MD, (University of Peru)
AST PROFESSOR/UFHSCJ

MOLECULAR GENETICS AND MICROBIOLOGY

* BAKER II, HENRY V, PHD, (University of Maryland)
ASO PROF&ASO CHR
* BERNS,KENNETH I, MD,PHD, (Johns Hopkins University)
AVPRES DN & PRF

* BRANNAN, CAMILYNN I, PHD, (Princeton University)
AST PROFESSOR
* CHANG,LUNG-JI, PHD, (University of Iowa)
ASO PROFESSOR
* CONDIT, RICHARD, PHD, (Yale University)
PROFESSOR
* DUCKWORTH, DONNA H, PHD, (Johns Hopkins University)
PROFESSOR
* GULIG,PAUL A, PHD, (University of Texas)
ASO PROFESSOR
* LEWIN, ALFRED S, PHD, (University of Chicago)
PROF & PRG DIR
* MOYER, RICHARD W, PHD, (UCLA)
PROF & CHR
* MOYER, SUE A, PHD, (Columbia University)
PROFESSOR
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PROFESSOR
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ASO PROF&ASO CHR/UFHSCJ
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NEUROLOGY

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PROFESSOR
* GONZALEZ-ROTHI,LESLIE J, PHD, (University of Florida)
ASO PROFESSOR
GREER,MELVIN, MD, (New York University)
PROF & CHR
* HEILMAN,KENNETH M, MD, (University of Virginia)
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TRIGGS, WILLIAM J, MD, (University of Florida)
ASO PROFESSOR
UTHMAN, BASIM M, MD, (Amer Univ- Beirut)
ASO PROFESSOR
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NEUROSCIENCE

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* RITZ,LOUIS A, PHD, (University of Florida)
ASO PROFESSOR
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ASO PROFESSOR
* SHAW, GERARD P J, PHD, (Univ of London)
PROFESSOR
* STREIT, WOLFGANG J, PHD, (Medical Univ of South Carolina)
ASO PROFESSOR
* THOMPSON, FLOYD J, PHD, (Indiana University)
ASO PROFESSOR
* VIERCK JR, CHARLES J, PHD, (University of Florida)
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OBSTETRICS AND GYNECOLOGY

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ASO PROFESSOR
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PROFESSOR
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ASO PROFESSOR
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PROF & PRG DIR
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CLIN AST PROF
RICHARDS, DOUGLAS S, MD, (University of Utah)
ASO PROFESSOR
RIPLEY, DAYLENE L, MD, (Chicago Medical School)
AST PROFESSOR
* SCHULTZ, GREGORY S, PHD, (Oklahoma State Univ)
PROFESSOR
SIMMS-CENDAN,JUDITH S, MD, (University of Florida)
CLIN AST PROF
STONE,I KEITH, MD, (University of Virginia)
PROF & CHR
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GYN Oncology

BENRUBI, GUY IESHUA, MD, (Suny- Stony Brook)
PROF & ASO CHR/UFHSCJ
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Maternal/Fetal Medicine

DELKE,ISAAC, MD, (Haile Sellassie I Medical School)
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Obstetrics & Gynecology - Pensacola

DECESARE, STEVEN L, MD, (Coll of Med/Dent-NJ-Nwrk)
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CLIN PROFESSOR
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CLIN ASO PROF
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RIPPS, BARRY A, MD, (University of Alabama)
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SAVOIA-MCHUGH,JOHN J, DO, (Texas College)
CLIN AST PROF
SONTAG, BRIAN L, DO, (Nova Southeastern Univ)
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STALNAKER, BENJAMIN L, MD, (University of Florida)
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Reproductive Endocrinology & Uro-GYN

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Reproductive Endocrinology/Fertility

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OPHTHALMOLOGY

APTSIAOURI,NATO, PHD,MD, (Moscow Medical Inst)
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LEVINE,LAWRENCE M, MD, (Indiana University)
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ORTHOPAEDICS & REHABILITATION

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ACTASOCHRASOPRF/UFHSCJ
ATCHISON,JAMES W, DO, (Ohio University)
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BEARD,JOELLA P, MD, (Univ Texas-San Antonio)
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DELL,PAUL C, MD, (University of Florida)
PROFESSOR
ERO, SUNDAY U, MD, (Howard University)
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FRANCO, ROBERT STEPHEN, MD, (Meharry Medical College)
CLIN AST PROF/UFHSCJ
GEAREN,PETER F, MD, (Loyola University)
ASO PROF
* INDELICATO,PETER A, MD, (New York Medical College)
PROF & CHIEF
KOPACH,KATHLEEN, MD, (Penn State University)
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MEISTER,KEITH, MD, (Boston University)
ASO PROFESSOR
MYERS, SCOTT L, MD, (University of Iowa)
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PERRY,JAMES MCLEOD, MD, (University of Florida)
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PROCTOR, CHARLES L II, PHD, (Purdue University)
RSRH ASO PROF
SCARBOROUGH,MARK T, MD, (University of Florida)
ASO PROFESSOR
VANDER GRIEND, ROBERT A, MD, (University of Florida)
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VLASAK, RICHARD, MD, (University of Florida)
AST PROFESSOR
WHEELER, DONNA L, PHD, (University of Florida)
AST PROFESSOR
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ASO PROFESSOR

OTOLARYNGOLOGY

ANTONELLI,PATRICK J, MD, (University of Minnesota)
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PROF CHR & SR ASO DN
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PATHOLOGY, IMMUNOLOGY AND LABORATORY MEDICINE

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PROFESSOR
* YACHNIS, ANTHONY T, MD, (George Washington University)
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PEDIATRICS

Behavioral

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Cardiology

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VICTORICA, BENJAMIN, MD, (Univ of Cuyo - Argentina)
PROFESSOR

Child Abuse

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Child Health Policy

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REISS,JOHN G, PHD, (University of Florida)
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Critical Care

DENICOLA,LUCIAN KENNETH, MD, (Columbia University)
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Endocrinology

ROSENBLOOM, ARLAN L, MD, (University of Wisconsin)
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Gastroenterology

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General Pediatrics

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CLIN AST PROF
CEDRES, CARMELO, MD, (Univ Central Del Caribe Sch Med De Cayey)
CLIN AST PROF/UFHSCJ
COOPER, AMY ADAMS, MD, (University of Virginia)
CLIN INSTRUCTOR
DAVID JR,JOSEPH KALIL, MD, (Duke University)
CLIN PROFESSOR/UFHSCJ
DELAHUNTY, CAROL M, MD, (University of Virginia)
CLIN AST PROF
DUMONT-DRISCOLL,MARILYN C, MD,PHD, (Albany Medical College)
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FILLIPPS, DONALD J, MD, (Cetec Univ - Dominican Republic)
CLIN AST PROF
FINUCANE, CHARITY MUTHONI, MD, (Temple University)
CLIN AST PROF/UFHSCJ
GENTRY,JAMES LAWRENCE, MD, (Medical College of Georgia)
CLIN AST PROF/UFHSCJ
GENUARDI, FRANK J, MD, (University of South Florida)
CLNASTPRF&PRGDR/UFHSCJ
GOLDHAGEN,JEFFREY LEE, MD, (University of Pittsburgh)
CLIN ASO PROF/UFHSCJ

GOUDARZI, TAJVAR, MD, (Tehran Medical School - Iran)
CLIN ASO PROF/UFHSCJ
JOHNSON,LINDSEY ALAN, MD, (Universidade Federal Do Rio De Taneeiro -
CLIN AST PROF/UFHSCJ
KAYS,MAUREEN A, MD, (Northwestern University)
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LAVINA, ZENAIDA LOPEZ, MD, (Univ of Santo Tomas - Philippines)
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CLIN AST PROF/UFHSCJ
MORALES-MATOS, SANDRA D, MD, (University of Puerto Rico)
CLIN AST PROF/UFHSCJ
NACKASHI,JOHN A, MD,PHD, (University of Florida)
ASO PRO & CHIEF
PARKER, DONNA M, MD, (University of Florida)
CL AST PF&AST DN
PRUDENCIO,MARIA CONCEPTION M, MD, (De La Salle Univ - Philippines)
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RAVAGO,LESLIE CHUA, MD(MBBS), (Univ of The East - Philippines)
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SWANGER,LILLIAN WASHINGTON, MD, (University of Florida)
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TOKER,KAREN H, MD, (Yale University)
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WEI, FUSHENG, MBBS, (Beijing University - China)
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Genetics

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* WALLACE,MARGARET R, PHD, (Indiana University)
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ASO PROFESSOR

Hematology/Oncology

* GRAHAMPOLE,JOHN, MD(MBBS), (Bartholomews Hosp - London)
PROF & ASO DIR
KEDAR, AMOS, MD, (Hebrew Univ - Israel)
ASO PROFESSOR
MEHTA,PAULETTE, MD, (Univ of Louvain - Belgium)
PROFESSOR

Immunology, Infectious Diseases and Allergy

AYOUB, ELIA M, MD, (American Univ - Beirut)
DSP & CHIEF
* BARRETT, DOUGLAS J, MD, (University of South Florida)
EM SCH & CHR
HUANG, SHIH-WEN, MD, (Natl Taiwan Univ)
PROFESSOR
LEW,JUDY F, MD, (Univ of Texas - Houston)
AST PROFESSOR
SKODA-SMITH, SUZANNE, MD, (University of Miami)
AST PROFESSOR
* SLEASMAN,JOHN W, MD, (University of Tennessee)
ASO PRO & CHIEF

Infectious Disease

DINERMAN,LINDA M., MD, (University of Florida)
CLIN AST PROF/UFHSCJ
JUBA,PAMELA LYNN, MD, (Eastern Virginia Medical Sch)
CLIN AST PROF/UFHSCJ
RATHORE,MOBEEN H, MD(MBBS), (King Edward - Pakistan)
ASO PRO & CHIEF/UFHSCJ

Neonatology

* BEHNKE,MARYLOU, MD, (University of Florida)
ASO PROFESSOR
BUCCIARELLI, RICHARD L, MD, (University of Michigian)
PROF & ASO CHR
* BURCHFIELD, DAVID J, MD, (University of South Florida)
PROFESSOR
CALHOUN, DARLENE ANNE, DO, (Ohio University)
AST PROFESSOR
CHIU, THOMAS TAK WAI, MD, (Univ of Hong Kong)
PROF & ASO CHR/UFHSCJ
CHRISTENSEN, BOB D, MD, (Columbia University)
PROF & CHIEF
CUEVAS, DANILO C, MD, (Far Eastern Univ - Philippines)
CLIN AST PROF/UFHSCJ
CUEVAS,LILY LIM, MD, (Far Eastern Univ - Philippines)
CLIN AST PROF/UFHSCJ
DEMARCO, VINCENT G, PHD, (University of Florida)
AST SCIENTIST
* DRUMMOND, WILLA H, MD, (University of Pennsylvania)
PROFESSOR
DU, YAN, MD(MBBS), (Chong Qing Univ of Med Sciences - China)
AST SCIENTIST
EITZMAN, DONALD V, MD, (University of Iowa)
VIS PROFESSOR
* EYLER, FONDA D, PHD, (University of Florida)
ASO PROFESSOR
GARRISON, ROBERT DONALD, MD, (University of North Carolina)
ASO PROFESSOR/UFHSCJ
HUDAK,MARK LAWRENCE, MD, (Johns Hopkins University)
PROF & CHIEF/UFHSCJ
HUDDLESTON,KATHRYN W, MD, (University of Alabama)
CLIN ASO PROF/UFHSCJ
KIRK,JAMES JOSEPH, DO, (Phila Coll of Osteopathic Med)
CLNASTPRF&PRGDR/UFHSCJ

KOENIG,JOYCE M, MD, (Univ of South Dakota)
AST PROFESSOR
LEDBETTER, SANDRA J, MD, (University of Washington)
AST PROFESSOR
LIM,MARY ONG, MD, (Far Eastern Univ - Philippines)
CLIN ASO PROF/UFHSCJ
NEU,JOSEF, MD, (University of Wisconsin)
PROFESSOR
OTERO,LEWIS, MD, (Univ of Puerto Rico)
CLIN AST PROF/UFHSCJ
RAWLINGS, DAVID JAMES, MD, (University of Utah)
CLIN ASO PROF/UFHSCJ
* RESNICK,MICHAEL B, EDD, (University of Florida)
PROFESSOR
REYES-LEE,MARTHA E , MD, (Univ of El Salvador)
CLIN AST PROF/UFHSCJ
ROTH,JEFFREY, PHD, (University of Florida)
RSRH AST PROF
SHARMA, RENU, MD(MBBS), (Hp Medical College - India)
ASO PROFESSOR/UFHSCJ
SUCHOMSKI, SANDRA J, MD, (East Tennessee St Univ)
CLIN AST PROF/UFHSCJ

Nephrology

DHARNIDHARKA, VIKAS R, MD, (Topiwala National Medical)
AST PROFESSOR
LEVIN, SIDNEY, MD, (Baylor - Texas)
PROF EMERITUS
NEIBERGER, RICHARD E, MD,PHD, (University of Louisville)
ASO PROFESSOR
* RICHARD, GEORGE, MD, (University of Pittsburgh)
PROF & PRG DIR
TOLAYMAT,M AL ASAD, MD, (Damascas School of Med - Syria)
PROF & CHIEF/UFHSCJ

Neurology

CARNEY,PAUL R, MD, (Univ of Valparaiso-Chile)
AST PROFESSOR
KOHRMAN,MICHAEL H, MD, (Rush Medical College)
ASO PROFESSOR
* MARIA, BERNARD L, MD,MBA, (Univ of Sherbrooke - Canada)
PROF & CHIEF
* MUIR, DAVE F, PHD, (Mt Sinai - Cuny)
ASO PROFESSOR
ROSS,JOHN J, MD, (Harvard University)
PRF EMER & PRG DIR

Pediatrics - Pensacola

ALBRITTON, WILLIAM L, MD,PHD, (University of Alabama)
CLIN AST PROF
GRIFFIN, DARRELL G, MD, (Medical College of Virginia)
CLIN AST PROF
RINEY JR, THOMAS D, MD, (Loma Linda University)
CLIN AST PROF
SEELIGER JR, EDWARD H, MD, (Louisiana State University)
CLIN AST PROF
WILKINSON, DIANE M, MD, (University of Mississippi)
CLIN AST PROF
WILSON JR, ROBERT K, MD, (University of Alabama)
CLNASTPRF&PRGDR

Pulmonary Diseases/Cystic Fibrosis

* CHESROWN, SARAH E, MD,PHD, (Medical College of Virginia)
ASO PROFESSOR
FARO, ALBERT, MD, (University of Pittsburgh)
CLIN AST PROF
* FLOTTE, TERENCE R, MD, (Louisiana State University)
ASO PROFESSOR
KIFLE, YEMISERACH, MD(MBBS), (Addis Ababa Univ - Ethiopia)
CLIN AST PROF

SHERMAN,JAMES M, MD, (University of South Florida)
PROF & CHIEF
* VISNER, GARY A, DO, (Michigan State College)
ASO PROFESSOR
WAGNER,MARY H, MD, (University of Florida)
AST PROFESSOR

PHARMACOLOGY & THERAPEUTICS

* BAKER, STEPHEN P, PHD, (Univ of Aston)
PROF & CHR
* BORST, STEPHEN E, PHD, (UCLA)
AST PROFESSOR
GALLI, SARA M, PHD, (Univ of Chile)
AST SCIENTIST
* GARG,LAL C, PHD, (University of Florida)
PROFESSOR
* GREENBERG,MICHAEL, PHD, (Harvard)
PROFESSOR
* HARRISON,JEFFREY K, PHD, (University of Michigan)
AST PROFESSOR
* JONES, HAZEL C, PHD, (Univ of Hull)
RESEARCH PROF
* KEM, WILLIAM R, PHD, (University of Illinois)
PROFESSOR
MAREN, THOMAS H, MD, (Johns Hopkins University)
GRAD RES PROF EMERITUS
* MEYER, EDWIN M, PHD, (Mass Inst Technology)
ASO PROFESSOR
MUTHER, THOMAS F, PHD, (University of Leeds)
ASO PROFESSOR EMERITUS
* NEIMS, ALLEN H, MD,PHD, (John Hopkins University)
PROFESSOR
* PAPKE, ROGER L, PHD, (Cornell University)
ASO PROFESSOR
* ROWE, THOMAS C, PHD, (University of Florida)
ASO PROFESSOR
* SCARPACE,NIHAL T, PHD, (Hacettepe Univ - Turkey)
ASO PROFESSOR
* SCARPACE,PHIL J, PHD, (University of Rochester)
PROFESSOR
* SHIVERICK,KATHLEEN T, PHD, (University of Vermont)
PROFESSOR
* SILVERMAN, DAVID N, PHD, (Columbia University)
PROFESSOR
* TU, CHINGKUANG, PHD, (University of Miami)
ASO SCIENTIST

PHYSIOLOGY

* ANDERSON,PETER A, PHD, (St. Andrews Univ - Scotland)
PROFESSOR
* GELBAND, CRAIG H, PHD, (University of Miami)
AST PROFESSOR
* GERENCSER, GEORGE A, PHD, (Indiana University)
PROFESSOR
* JAEGER,MARC, MD, (Univ of Berne - Switzerland)
PROFESSOR
* KALRA,PUSHPA S, PHD, (Univ of Delhi - India)
PROFESSOR
KULTZ, DIETMAR, PHD, (Univ of Rostock - Germany)
AST PROFESSOR
MOHUCZY, DAGMARA, PHD, (Med Acad of Gdansk - Poland)
RSRH AST PROF
* OH, SUK P, PHD, (Harvard University)
AST PROFESSOR
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PROF & CHR
* POSNER,PHILIP, PHD, (Suny-Downstate)
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PROFESSOR
* SUMNERS, COLIN, PHD, (Univ of Southampton - England)
PROF & ASO DN
SUN, ZHONGJIE, MD,PHD, (Shanghai Medical Univ - China)
RSRH AST PROF
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PROFESSOR

PSYCHIATRY

BARNES, ALAN J, MD, (Mcgill Univ - Canada)
CLIN ASO PROF
BAXTER, ALIX L, MD, (Univ of North Carolina - Chapel Hill)
CLIN ASO PROF
BENGTSON,MICHAEL A, MD, (University of Alabama)
CLIN AST PROF
BUSSING, REGINA, MD, (Justus Liebig Univ - Germany)
ASO PROFESSOR
CHEONG,JOSEPHA, MD, (University of Florida)
AST PROFESSOR
DELGADO,JULIO BERNARDO, MD(MBBS), (Colombia-Fac Med U Javeriana)
CLIN AST PROF/UFHSCJ
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ASO PROF& PRDIR
* GOLD,MARK S, MD, (University of Florida)
PROFESSOR
GOODMAN, WAYNE K, MD, (Boston University)
PROF & CHR
GREER, RICHARD A, MD, (University of Florida)
ASO PRO & CHIEF
HARRIS, HOPE E., PHD, (University of Florida)
AST IN
HERBLY, HAZEM, MD, (Aleppo Univ Med School - Syria)
CLIN AST PROF/UFHSCJ
HERKOV,MICHAEL J, PHD, (Auburn University)
ASO PROF& PRDIR
HODGIN,JON, MD, (University of North Carolina - Chapel Hill)
ASO PROFESSOR
KEMPH,JOHN P, MD, (Ohio State University)
PROF & CHIEF
* KULDAU,JOHN M, MD, (Case Western Reserve University)
PROF & PRG DIR
* LENOX, ROBERT H, MD, (University of Vermont)
PROFESSOR
* LEWIS,MARK H, PHD, (Vanderbilt University)
PROFESSOR
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ASO PRO & CHIEF/UFHSCJ
MARTIN, CAMILO A, MD, (Univ of Autonoma De Santo Domingo)
CLIN AST PROF
MAURER, RALPH G, MD, (Yale University)
ASO PROFESSOR
MCELROY JR, ROSS A, MD, (University of Texas - Galveston)
ASO PRO & CHIEF
MCELROY,LINDA P, PHD, (Catholic Univ of America)
CLIN AST PROF
MORRIS,MARCIA R, MD, (Yale University)
CLIN AST PROF
MUNIZ, CARLOS E, MD, (Univ Caen)
PROFESSOR
MURPHY, TANYA K, MD, (University of Florida)
AST PROFESSOR
MYERS, WADE C, MD, (Temple University)
ASO PROFESSOR
* PETITTO,JOHN M, MD, (U of N Carolina-Chapel Hill)
ASO PROFESSOR
PLUTZKY,MAX, MD, (Univ Caen)
PROFESSOR EMERITUS
RAND, COLLEEN S, PHD, (Stanford University)
ASO SCIENTIST
SCHWARZ, GEORGE CARL, MD, (Duke University)
CLIN AST PROF/UFHSCJ
STENNIE,KAREN ANN, MD, (Univ Texas- Galveston)
CLIN INSTRUCTOR
SZLABOWICZ,JERZY W, MD,PHD, (Academy of Med - Poland)
CLIN AST PROF
TAPIA,MARIA, PHD, (New York University)
ASSOC IN
TUETH,MICHAEL J, MD, (University of Illinois)
ASO PROFESSOR
VERA,MARIA I, PHD, (Florida State University)
ASO PROFESSOR
VOELLER,KYTJA K, MD, (Columbia University)
PROFESSOR
WAGEMAKER, HERBERT, MD, (Hahnemann Medical College)
CLIN ASO PROF/UFHSCJ
WARD JR, HERBERT E, MD, (Medical Univ of South Carolina)
AST PRO & PRDIR
WATSON, DAVID G, PHD, (Ohio State University)
AST SCIENTIST

RADIATION ONCOLOGY

AMORNMARN, RUMPA, MD, (Siriraj Med School - Thailand)
ASO PROFESSOR/UFHSCJ

BUATTI,JOHN M, MD, (Georgetown University)
ASO PROFESSOR
CHAFE, SUSAN M, MD, (Memorial Univ of Newfoundland)
AST PROFESSOR
HAYES, CHERYLLE A, MD, (Medical Coll of Georgia)
CLIN AST PROF
HENDERSON, RANDAL H, MD, (Texas Tech)
CLIN ASO PROF/UFHSCJ
KAHLER, DARREN L, PHD, (Texas Christian Univ)
AST PROFESSOR
LI, ZUOFENG, DSC, (Washington University)
AST PROFESSOR
* LIU, CHIHRAY, PHD, (University of Nebraska)
AST PROFESSOR
MARCUS JR, ROBERT B, MD, (University of Florida)
PROFESSOR
MEEKS, SANFORD L, PHD, (University of Florida)
AST PROFESSOR
* MENDENHALL,NANCY P, MD, (University of Florida)
PROF & CHR
* MENDENHALL, WILLIAM M, MD, (University of South Florida)
PROFESSOR
* PALTA,JATINDER R, PHD, (University of Missouri)
PROFESSOR
* SIEMANN, DIETMAR W, PHD, (Mcgill Univ - Canada)
PROF & ASO CHR
TANNEHILL, SCOTT P, MD, (University of Wisconsin)
AST PROFESSOR
ZLOTECKI, ROBERT A, MD,PHD, (University of Michigan)
ASO PROFESSOR

RADIOLOGY

ABBITT,PATRICIA L, MD, (Tufts University)
PROFESSOR
* AGEE,O F, MD, (Louisiana State University)
PROFESSOR
ARBITMAN,MICHAEL, MD, (University of Louisville)
AST PROFESSOR
ARREOLA,MANUEL M, PHD, (University of Florida)
AST PROFESSOR
BALLINGER,JAMES R, MD,PHD, (University of Miami)
AST PROFESSOR
BOOTH, ROBERT P, MD, (Medical College of Georgia)
ASO PROFESSOR/UFHSCJ
BRADSHAW,JAMES A., MD, (Medical College of Virginia)
CLIN ASO PROF/UFHSCJ
* BRATEMAN,LIBBY F, PHD, (University of Florida)
ASO PROFESSOR
BRIDGES,MELLENA D, MD, (Medical Coll of Georgia)
CLIN AST PROF/UFHSCJ
* BRIGGS, RICHARD W, PHD, (University of Arkansas)
ASO PROFESSOR
BURTON, SHARON S, MD, (U of N Carolina-Chapel Hill)
ASO PROFESSOR
BUSH, CHARLES H, MD, (Mount Sinai)
CLIN AST PROF
CARIDI,JAMES G, MD, (University of Florida)
AST PROFESSOR
CARRUTHERS, CATHERINE E, MD, (Indiana University)
INSTRUCTOR
CUMMING, WILLIAM A, MD, (Univ of Toronto)
PROFESSOR
DEBOSE, CHERYL D, MD,PHD, (University of Florida)
CLIN AST PROF
DRANE, WALTER E, MD, (Emory University)
PROF & ACT CHR
FAGIEN,MICHAEL, MD, (University of Florida)
CLIN AST PROF
* FITZSIMMONS,JEFFREY R, PHD, (University of Florida)
PROFESSOR
GRANTHAM,JAMES R, MD, (University of Virginia)
CLIN AST PROF
* HAWKINS JR,IRVIN F, MD, (University of Maryland)
PROF & CHIEF
* HONEYMAN,JANICE C, PHD, (Kansas State Univ)
ASO PROFESSOR
KAUDE,JURI V, MD,PHD, (Univ of Kiel)
PROFESSOR EMERITUS
LACY, GEORGE D, MD, (University of South Alabama)
CLIN ASO PROF/UFHSCJ
LANIER,LINDA, MD, (University of Florida)
ASO PROFESSOR
LEVEEN, ROBERT F, MD, (University of Nebraska)
ASO PROFESSOR
MANCUSO, ANTHONY A, MD, (University of Miami)
PROFESSOR
MAO,JINTONG, PHD, (University of Florida)
RSRH ASO PROF
MASTIN, SUZANNE T, MD, (University of Florida)
ASO PROFESSOR
MERGO,PATRICIA JOAN, MD, (University of South Florida)
ASO PROFESSOR
MILLER, ROBERT, MD, (Hahnemann Medical College)
CLIN AST PROF/UFHSCJ
MLADINICH, CHRISTOPHER R, DVM, (University of Georgia)
AST SCIENTIST
MONTGOMERY, WILLIAM J, MD, (University of Chicago)
ASO PROFESSOR
NORTHUP,MARTIN, MD, (University of Arkansas)
PROFESSOR/UFHSCJ
PETERS,KEITH R, MD, (University of Virginia)
ASO PROFESSOR
QUISLING, RONALD G, MD, (University of Wisconsin)
PROF & CHIEF
* SCOTT,KATHERINE N, PHD, (University of Florida)
PROFESSOR
* SHUKLA, SHAILENDRA S, PHD, (Ohio University)
RSRH AST PROF
SILVERMAN, CRAIG S, MD, (University of South Florida)
AST PROFESSOR
SISTROM, CHRISTOPHER, MD, (Oregon Health Sciences University)
AST PROFESSOR
* STAAB JR, EDWARD V, MD, (University of Minnesota)
PROFESSOR
SWISCHUK,PETER N, MD, (University Texas- Galveston)
AST PROFESSOR/UFHSCJ
TORRES, GLADYS M, MD, (Univ of Puerto Rico)
ASO PROFESSOR
VINES, FREDERICK S, MD, (Medical College of Virginia)
PROF & ASO CHR/UFHSCJ
WILLIAMS,JON L, MD, (Thomas Jefferson Medical College)
PROFESSOR

WILLIAMS,LORNA S, MD, (Univ of Medicine And Dentistry-New Jersey)
AST PROFESSOR

SURGERY

Cardio-Thoracic Surgery

CEITHAML, ERIC L, MD, (Case Western Reserve University)
ASO PRO & CHIEF/UFHSCJ
D AGOSTINO JR, HARRY J, MD, (Duke University)
AST PROFESSOR/UFHSCJ
EDWARDS, FRED HAYDEN, MD, (University of Kentucky)
ASO PROFESSOR/UFHSCJ

Critical Care/Trauma

IMAMI, EMRAN R, MD, (University of Florida)
ASO PROFESSOR/UFHSCJ
LAMPARD, SIMON D, MD, (University of Washington)
CLIN AST PROF/UFHSCJ
MOLLITT, DANIEL L, MD, (St Louis University)
PROFESSOR/UFHSCJ
SCANNELL, GIANNA, MD, (Univ of Padora - Italy)
ASO PRO & CHIEF/UFHSCJ
SCHINCO,MIREN ANA, MD, (Medical Coll of Pennsylvania)
AST PROFESSOR/UFHSCJ

General Surgery

BOWERS, GARY JOHN, MD, (University of Miami)
CLIN ASO PROF/UFHSCJ
* COPELAND III, EDWARD M, MD, (Cornell University)
PROF & CHR
FRYKBERG, ERIC R, MD, (Medical College of Virginia)
PROFESSOR/UFHSCJ
HAIGH,LINDA S, MD,PHD, (Harvard University)
AST PROFESSOR
HEMMING, ALAN W, MD, (University of British Columbia)
AST PROFESSOR
HOCKING,MICHAEL P, MD, (University of Michigan)
PROFESSOR
HOWARD, RICHARD J, MD,PHD, (Yale University)
PROFESSOR
KILKENNY III,JOHN W, MD, (Penn State University)
AST PROFESSOR/UFHSCJ
LAM, TINA M, MD, (Loyola University)
AST PROFESSOR
LIND, DAVID S, MD, (Eastern Virginia Medical Sch)
ASO PROFESSOR
MOZINGO, DAVID W, MD, (University of Virginia)
ASO PROFESSOR
PFAFF, WILLIAM W, MD, (Suny - Buffalo)
ADJ PROF
REED, ALAN I, MD, (Cornell University)
ASO PROFESSOR
ROUT, W ROBERT, MD, (University of Louisville)
ASO PROFESSOR
SCHELL, SCOTT R, MD,PHD, (University of Chicago)
AST PROFESSOR
SCOTT,KAMELA KOON, PHD, (University of North Texas)
CLIN AST PROF/UFHSCJ
VAN DER WERF, WILLEM J, MD, (Univ of Cal San Francisco)
AST PROFESSOR
VOGEL, STEPHEN B, MD, (University of Florida)
PROFESSOR

Pediatric Surgery

KAYS, DAVID W, MD, (Northwestern University)
ASO PROFESSOR
LANGHAM JR,MAX R, MD, (Johns Hopkins University)
ASO PRO & CHIEF
LEDBETTER, DANIEL J, MD, (University of Florida)
ASO PROFESSOR
TALBERT,JAMES L., MD, (Vanderbilt University)
PROFESSOR EMERITUS
TEPAS III,JOSEPH J, MD, (Georgetown University)
PROF & ASO CHR/UFHSCJ

Plastic Surgery

BINGHAM, HAL G, MD, (University of Kansas)
ADJ PROF
CAFFEE, H H, MD, (University of Florida)
PROF & CHIEF

MAST, BRUCE A, MD, (Umdnj - Robert Wood Johnson Med School)
AST PROFESSOR
SEAGLE,M BRENT, MD, (Vanderbilt University)
AST PROFESSOR
THEOPHELIS,LEE G, MD, (University of Michigan)
AST PROFESSOR/UFHSCJ

Research

MACKAY, SALLY L, PHD, (University of Florida)
ASO SCIENTIST
MOLDAWER,LYLE L, PHD, (Med Fac Univ - Sweden)
PROFESSOR
RICE,LORI P, PHD, (University of Florida)
AST SCIENTIST

Thoracic Surgery

ALEXANDER,JAMES A, MD, (Duke University)
PROF & CHIEF
KNAUF, DANIEL G, MD, (Northwestern University)
ASO PROFESSOR
MARTIN, TOMAS D, MD, (Univ of Texas - Houston)
ASO PRO & CHIEF
STAPLES, EDWARD D, MD, (University of South Florida)
ASO PROFESSOR

Urology

COHEN,MARC S, MD, (University of Miami)
ASO PROFESSOR
EPSTEIN, HOWARD B, MD, (University of Florida)
ASO PRO & CHIEF/UFHSCJ
NARAYAN,PERINCHERY, MD(MBBS), (St Johns Med College - India)
PROFESSOR

NEWMAN, ROBERT C, MD, (Oklahoma Univ)
PROF & PRG DIR
RIVERA RAMIREZ,INOEL, MD, (University of Puerto Rico)
AST PROFESSOR
WAJSMAN,LEW, MD, (Hadassah Univ - Israel)
PROF & CHIEF
WALKER III, ROBERT D, MD, (University of Miami)
PROF & AC CHIEF
WILLIAMS,JOHN CANDLER, MD, (Medical College of Virginia)
AST PROFESSOR/UFHSCJ

Vascular

DENNIS,JAMES W, MD, (Indiana University)
ASO PROFESSOR/UFHSCJ
FLYNN, TIMOTHY C, MD, (Baylor University)
PROF & AST DN
HUBER, THOMAS S, MD,PHD, (University of Michigan)
AST PROFESSOR
OZAKI, CHARLES K, MD, (Duke University)
AST PROFESSOR
SEEGER,JAMES M, MD, (Medical College of Georgia)
PROF & CHIEF
VELDENZ, HENRY CHARLES, MD, (Loyola University)
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MEDICAL STUDENTS

CLASS OF 1999
Name/Residency

ANGUS, SHERWIN MARK
Catholic Medical Center, Jamaica, NY
APOSTOLICO, JORDANA CLAIRE
Emory University School of Medicine, Atlanta, GA
ARONSOHN, MICHAEL SCOTT
U of Florida College of Medicine, Gainesville, FL
BEASLEY, MICHELLE GILMORE
U of Florida, Sacred Heart Hospital, Pensacola, FL
BERLIN, KRISTEN RUTH SCHNEIDER
U of Florida, College of Medicine, Tampa, FL
BERRY, GABRIEL ELLIOTT
Baptist Medical Center/Wake Forest Univ, Winston-Salem, NC
BLOCH, MELISSA ANNE
U of Florida Health Science Center, Jacksonville, FL
BOOKMYER, STEPHEN BRADLEY
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BORGMAN, MARYANN
Mayo Graduate School of Medicine, Jacksonville, FL
BOWMAN, MARY CATHERINE
B I Deaconess Medical Center, Boston, MA
BRASETH, ARIN TAIT
Oregon Health Science University, Portland, OR
BROWN, DUDLEY GEORGE
Cook County Hospital, Chicago, IL
BROWN, JOLENE A.
U of Maryland Medical Center, Baltimore, MD
BROWN, THOMAS LARRY
Vanderbilt University Medical Center, Nashville, TN
BROWING, CAROLANN
Balboa Naval Hospital, San Diego, CA
BURGERT, WOODY
U of North Carolina Hospital, Chapel Hill, NC
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CHAU, ALEC
Baylor College of Medicine, Houston, TX
CHENG, MICHAEL WANG-TAITAI
Emory University School of Medicine, Atlanta, GA
COFFEY, MARK FRANCIS
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COFFMAN, JENNIFER KRISTINE
Harvard Longwood Psychiatry, Boston, MA
COHEN, DANIEL AARON
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CURCHIN, LINDA MARIE
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Tallahassee Memorial Medical Center, Tallahassee, FL
DAVIS, JUSTIN KUTTNER
Sabbatical
DEJESUS, RAMONA SUELTO
Mayo Graduate School of Medicine, Rochester, MN
DRENSER KIMBERLY
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ENGEL, PAUL B.
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ESTRADA, CHRISTINA LANUZA
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EVANS, AL NEWTON
U of Illinois College of Medicine, Chicago, IL
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Carolinas Medical Center, Charlotte, NC Pediatrics
GILMORE, MICHAEL DOW
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GRAVLEE, JOCELYN RATHBUN
U of Florida College of Medicine, Gainesville, FL
GREEN, MARY FAISON
Carolinas Medical Center, Charlotte, NC
GROPPER, JENNIFER REBECCA
Emory University School of Medicine, Atlanta, GA
GUPTA, VISHAL
U of Florida College of Medicine, Gainesville, FL
GUSTOFSON, ROBERT LEE
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Technical Standards for Medical School Admission

A candidate for the M.D. degree must have abilities and skills in five categories: observation, communication, motor, intellectual, and behavioral and social. However, it is recognized that degrees of ability vary widely between individuals. Individuals are encouraged to discuss their disabilities with the Coordinator of Admissions and, jointly, consider technological and other facilitating mechanisms needed in order to train and function effectively as a physician. The UF College of Medicine is committed to enabling its students by any reasonable means or accommodations to complete the course of study leading to the medical degree.

I. **Observation:** The candidate must be able to observe demonstrations and experiments in the basic sciences, including but not limited to physiologic and pharmacologic demonstrations in animals, evaluation of microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. A candidate must be able to observe a patient accurately at a distance and close at hand. In detail, observation necessitates the functional use of the sense of vision and other sensory modalities.

II. **Communication:** A candidate must be able to communicate effectively and sensitively with patients. The focus of this communication is to elicit information, describe changes in mood, activity, posture and perceive nonverbal communications. Communication includes not only speech but also reading and writing. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the healthcare team.

III. **Motor:** Candidates must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. A candidate must be able to execute motor movements reasonably required to provide general care and emergency treatment to patients. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

IV. **Intellectual-Conceptual, Integrative, and Quantitative Abilities:** These abilities include measurement, calculation, reasoning, analysis and synthesis of complex information.

V. **Behavioral and Social Attributes:** A candidate must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, interpersonal skills, interest and motivation are all personal qualities that are assessed during the admission and education processes.

Americans with Disabilities Act Assessment Committee

The University of Florida College of Medicine is committed to comply with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990 (ADA). We therefore seek to ensure that students with documented disabilities are granted reasonable accommodations when such disabilities affect their medical education. The ADA Assessment Committee was created to review requests for such accommodations. Students requesting accommodations must register with the Office for Student Services and submit a written request for accommodation which will be developed by the student and the Assistant Dean for Student Services (352) 3920126I, (352) 392-3008 TDD. All information and documentation related to requests for accommodation are regarded as confidential pursuant to Title I of the ADA.

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